

FULL APPLICATION

SUBMITTED IN RESPONSE TO THE
*2011 NEW YORK STATE EDUCATION DEPARTMENT REQUEST FOR PROPOSALS TO
ESTABLISH CHARTER SCHOOLS AUTHORIZED BY THE BOARD OF REGENTS FOR:*

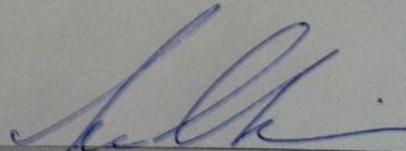
THE RED HOOK CHARTER SCHOOL

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Charter School Proposal Information	
Proposed District or CSD of Location:	15
Total Projected Grade Levels For 5 Year Charter Term:	K-5
Total Projected Grade Levels at Full Growth:	K-5
Total Projected Maximum Enrollment For 5 Year Charter Term:	283 Students
Total Projected Maximum Enrollment at Full Growth:	283 Students

2011 NYSED CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if The Red Hook Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.
- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of The Red Hook Charter School, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.
- We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.
- I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed The Red Hook Charter School is accurate and correct.



Signature of Lead Applicant

3/31/11

Date

FULL APPLICATION OF THE RED HOOK CHARTER SCHOOL

1. EDUCATION PLAN

The Red Hook Charter School will utilize this unique community in Brooklyn to educate a diverse student body in an inclusive environment. The school will integrate an academically challenging core curriculum with in-depth units of study based on Red Hook's historic industrial waterfront as well as its burgeoning 21st century artisanal/creative professions. Graduates will demonstrate the academic, social/emotional and critical thinking skills to be competitive candidates for New York City's highest-performing post-elementary schools.

Background and Overview

Red Hook is one of the oldest neighborhoods in New York City built upon its historic industrial waterfront. But the decline of port activity, de-industrialization and the completion of the BQE in the 1950s, which isolated Red Hook from the rest of Brooklyn, nearly emptied the neighborhood of its working class families. The housing stock and commercial properties fell into disrepair. By the 1980s, the largest public housing project in Brooklyn, The Red Hook Houses, became a crime-ridden and drug-addled place. While safety has improved dramatically, the lack of public transit, sparse housing, empty lots (or worse, industrial dumping sites), cruise ship and cement plant pollution – all hinder Red Hook's ability to attract services and amenities enjoyed by other neighborhoods. Yet Red Hook is experiencing a baby-boom as well as a *reindustrial* revolution. The neighborhood has found itself at the heart of Brooklyn's artisanal renaissance, becoming a place once again where people come to make things, from architectural metal and glass, to cupcakes and chocolate, bamboo bicycles, textiles, documentaries, and increasingly – babies. The Red Hook Charter School is born from the industrious thinking of our founding team of parents and teachers, all members of or closely tied to the Red Hook community.

SECTION A

TRHCS Instructional Strategies

Learning as Apprenticeship

Taking a cue from Red Hook's industrial past and artisanal future, TRHCS will promote learning through apprenticeship. People learn by working alongside an expert who guides novices by modeling skills to create authentic products. This kind of apprenticeship allows learners to acquire the complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior necessary to develop and employ high-level skills. The power of apprenticeship learning will be brought into the school through appropriate use of in-depth projects and presentations. By organizing the school's learning environment around an apprenticeship model, critical thinking, complex skills and creative production will be modeled, analyzed and mastered.ⁱ

Every aspect of TRHCS is based upon an apprenticeship learning methodology:

- core ELA and Math curricula based on the workshop model, including Teachers College Reading and Writing Program and Singapore Math
- collaborative co-teaching grounded in differentiated instruction
- looping
- systematic documentation and assessment
- standards-driven project-based units of study utilizing Red Hook's historic and artisanal environment
- arts instruction based on an artists-in-residency model

Collaborative Co-Teaching grounded in differentiated instruction: TRHCS will serve a diverse student population through a collaborative co-teaching model. One class in each grade will be

served both by a general and a special education teacher. General education teachers will be trained in and receive ongoing professional development in differentiated instruction. The founders of TRHCS believe strongly that an inclusive classroom is the most effective method of educating a diverse population of students, particularly those at risk of academic failure, special education students (SPED) and English Language Learners (ELL). Co-teaching will create a supportive yet challenging academic environment; differentiated instruction will allow students of varied abilities to demonstrate understanding and develop strong skills; and learning with and from peers of many different backgrounds, skills, and interests will enhance the learning of all.

By utilizing much of the work developed by Marilyn Friend, Ph.D, TRHCS will provide a professional collaborative environment that promotes the learning and development of its teachers and provides a low student to teacher ratio. TRHCS inclusion program will reduce stigmatization of differences, promote risk-taking and the development of mutual respect among all members of the school community.ⁱⁱ

For the purpose of increasing the instructional intensity in its classrooms, TRHCS teachers will utilize the six co-teaching approaches described by Dr. Friend. The six approaches will be used to different degrees and with instructional considerations in mind when deciding which approach to select. The six approaches (and the corresponding optimal percentage of usage) are: (1) One teach, one observe (5%); (2) One teach, one drift (10%); (3) Station teaching (30% - 40%); (4) Parallel teaching (30%- 40%); (5) Alternative teaching (5%); and (6) Team teaching (5% - 10%).

In addition to collaborative teams there will also be an Instructional Coach, Ann Ledo-Lane, who will serve as a part-time Learning Specialist in the start-up years. She will co-teach across grade levels as the services are needed. By year three of the charter school, a full-time Learning Specialist will be hired. In addition there will be a variety of related service providers. TRCHS will contact the local CSE and Brooklyn Special Education Cooperative for related services for students with identified needs that the school is unable to provide with its own staff (further explicated in Section C).

Looping: Teachers will remain with the same class for two years (K-1, 2-3, 4-5). Looping has been shown to substantially improve reading and math achievement scores, particularly among the most at-risk students.ⁱⁱⁱ Looping allows teachers to apprentice students over two years, and to tailor interventions based upon a working knowledge of the student's needs. Looping provides children with additional time to build the relationships that foster learning (between students and teachers, as well as teachers and parents); looping effectively adds an additional month of teaching time at the beginning of the second year, and even more if the teacher works with the students on a summer program or develops a summer reading list/math activities/reading log, that must be completed by all the students.

Project-Based Learning: TRHCS defines Project Based Learning as a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.^{iv} Research demonstrates that children need to interact with real objects, investigate and test ideas, and discuss what they've learned in order to integrate information and concepts; an integrated curriculum leads to deeper conceptual knowledge than traditional separate subject instruction.^v Within the project-based integrated curriculum, instruction at TRHCS will be differentiated based on pacing and individualized student goal setting around assessments. Some students may require more or less repetition, and more or less scaffolding.

Through standards driven project-based learning, TRHCS will bring an apprenticeship model to the small group experience. This instructional approach fosters hands-on learning experiences, engaging student interest and motivation. Units of study—a few of which will be developed before the school opens—focused in the area of social studies, while the rest will be developed and implemented over the first term of the charter in collaboration with artisanal/creative/industrial professionals in the community and will be designed to answer a question or solve a problem. As the school adds grades, project-based units designed for older students will generally reflect the types of learning and work people do in the everyday world outside the classroom. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. It teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Document-Driven Assessment: To ensure TRHCS reaches its ambitious goals, teachers will tightly link, what the founders have termed, a *document driven* assessment ideology to the instructional program in order to promote effective curriculum choices. It is our belief that a curriculum that is responsive and ever evolving to the needs of students promotes the highest achievement. Great schools have teachers who continually push their students towards the next benchmark. To do so, we must allow them to make the crucial curricular decisions that enhance student learning. At TRHCS, we will manage and organize the necessary data, professional development, and supervisory support in the form of Innovative Teaching software to help our teachers make such decisions. This is further explicated in Section D.

Over the course of the first charter term, TRHCS will apply “Making Learning Visible,” a method developed at the Harvard Graduate School of Education that uses documentation to collectively analyze, interpret, and evaluate observations and solidify learning in groups. “Quality documentation” is not just “what we did” but is driven by essential questions, core standards and student outcomes. Documenting children's learning entails making decisions about the moments and experiences that are most meaningful to record and build upon. Sharing this documentation gives cohesion to the group, particularly in diverse settings, and expands beyond the learning of individuals to create a collective body of knowledge.^{vi}

Arts Education Curriculum. Finally, TRHCS will work with the unique arts education non-profit CREATE! to develop in-depth, customized arts programs utilizing world-class artists in theater, dance, music, and visual arts. This respected and well-established organization will apprentice both students and staff to develop in-depth units that result in a performance or presentation by the children. The school’s budget allows for the implementation of this partnership on day one, as the organization has 20 years of experience implementing this artist-in-residency program, the fine arts version of apprenticeship.

THE RED HOOK CHARTER SCHOOL ELA PROGRAM

- Teachers College Reading Workshop utilizing *Units of Study for Teaching Reading; A Curriculum for Teaching Reading*
- Wilson Reading Program *Foundations* provides research-validated strategies that will complement the *Units of Study in Reading* to meet Common Core Standards (K-3)
- Teachers College Writing Workshop utilizing *Units of Study for Primary Writing: A Yearlong Curriculum (K-2) and Units of Study for Teaching Writing (grades 3-5)*
- The 6+1 Trait® Writing framework to supplement grades 3-5

All strands of English Language Arts – reading, writing, speaking, and listening – are integrated with all academic areas. TRHCS will provide a rich range of activities and experiences with language, with the aim of developing strong reading comprehension skills in all academic areas and strong writing skills in a language rich environment.

Managed within a workshop format, teachers will plan reading and writing lessons based on their *documented* assessments of students' reading and writing abilities. Reading Workshop and Writing Workshop will each occur for 90 minutes a day. Varying between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing, students will be appropriately challenged and supported through the learning process.

TRHCS founders understand that no one approach or method will, at all times, meet the needs of such a diverse population as the students of Red Hook. Utilizing the Common Core Standards as our guide, and under the supervision of the Director of Education, TRHCS teachers will create a responsive curriculum to meet these various needs. The Teachers College Reading and Writing Program has been chosen because it provides a curriculum that depends on the careful planning, insightful knowledge, and pedagogical skills of classrooms teachers to respond to these various needs. Through methodical *document driven* assessment (in the form of regular interim assessments, monthly Running Records, documented student-teacher conferences, and student work analysis), and ongoing professional and curriculum development, we will ensure a tight adherence to the standards, and to the achievement of *all* students.

TRHCS's Reading and Writing Workshop model is patterned after an apprenticeship model, where an apprentice learns first from observing, then gradually doing more and more of the work independently. A workshop model requires teachers to create opportunities in which students are receiving direct instruction, actively engaged in modeling, practicing a skill/strategy independently with a partner/or within a small group, and given the opportunity to show what they have learned. The model is based on the belief that the best way to encourage deep and enduring understanding is through "discovery learning" in a small-group setting, where students are given time to think about problems and acquire/create knowledge on their own.

TRHCS will develop strong readers through an emphasis on word study, read alouds (including reciprocal teaching strategies such as previewing the book, scaffolding on prior knowledge, emphasizing elements of the story, asking purposeful questions, summarizing the story to bring closure), shared/interactive reading experiences, guided reading with small strategy groups, and independent reading. Reader's Workshop will begin with teachers making connections to a previous lesson taught before transitioning students into the specific teaching point. Modeling by the teacher demonstrates to the students how to apply the given strategy and how it helps understand text. Students then transition into their reading spots, or groups and apply the given strategy to their "just right" books (as determined by the TC Literacy Assessment and Running Records). Individual conferencing with students will be ongoing throughout Reader's Workshop and be essential in documenting student progress in reading development.

Reading instruction will often be delivered within a balanced literacy framework. The Balanced Literacy approach, based on the work of Marie Clay and others, will be adapted for use in TRHCS. Most importantly, Balanced Literacy is designed to meet the individual needs of each student within a general education classroom. TRHCS will emphasize Guided Reading in order to most effectively and efficiently differentiate instruction to meet the needs of all learners.

To guide and focus its reading work, TRHCS will use two basic curricula to ensure that students are not only learning the basic phonetic skills necessary to decode text, but also the necessary comprehension strategies required to understand what is being read. TRHCS will utilize the *Units of Study for Teaching Reading; A Curriculum for Teaching Reading* published by Teachers College to guide reading comprehension work. This reading comprehension curriculum is a rigorous and responsive course of study with support for fostering students' growth as readers.

To ensure that students attain the basic abilities to encode and decode texts, TRHCS will use the Wilson Reading Program *Foundations* in K-3 classrooms. Rather than supplanting the core curriculum, *Foundations* provides research-validated strategies that will complement the *Reading Workshop approach* to meet the NYS Common Core Standards and serve the needs of all children, particularly those with learning disabilities and/ or limited early literacy experience. *Foundations* provides students with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present a structured, sequential, and cumulative phonics/spelling program using multi- sensory teaching techniques. *Foundations* emphasizes systematic phonics and study of word structure, skills taught explicitly and systematically and instruction that is cumulative and scaffolds presented skills. Assessments monitor students throughout the program. TRHCS Teachers will incorporate a daily 30-minute *Foundations* lesson into their language arts classroom instruction.

Furthermore, targeted small-group intervention will be available for students in the lowest 30th percentile of each class starting in Kindergarten. Through evaluating, identifying, planning, and implementing, TRHCS teachers, supported and monitored by the Learning Specialist (Ann Ledo-Lane), will determine the intensity and length of time needed for at-risk services. Each child's *intervention* plan will be based on their individual learning needs. Emerging readers will be required to have Guided Reading everyday so that they can be closely monitored and supported as they close the achievement gap. Utilizing *Foundations' Intervention Inventory* TRHCS teachers will be able to identify and support students making insufficient progress with phonics and phonemic awareness. These students will receive additional, intensive literacy instruction (by the Learning Specialist, either within the classroom or pulled-out) to ensure they attain the basic skills necessary to be successful readers. Possible programs to use for at-risk and special needs students beyond *Foundations* are "Recipe for Reading", "Read Naturally Gate for Phonics", and/or various Lindamood Bell programs. TRHCS believes that early intervention will lessen the identification of students in need of special education. (Further explication of the school's SPED program can be found in Section C.)

TRHCS student's will be assessed on both their reading progress and achievement. TRHCS will utilize the Fountas and Pinnell A-Z Text Level Gradient to gauge students' instructional and independent reading abilities. TRHCS will use a standards driven, grade level correlation based on the Fountas and Pinnell starting in Kindergarten to predict achievement on the New York State ELA exam.

Sample Exit Standards in Reading:

Text complexity and the growth of comprehension

Standard 10. By the end of the year, read and comprehend literature and informational texts, including stories, poetry, history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Grade K: Utilizing the Fountas and Pinnell A-Z Text Level Gradient TRHCS students will read at least at level B by the end of the school year.
- Grade 2: Utilizing the Fountas and Pinnell A-Z Text Level Gradient of TRHCS students will read at least at level L by the end of the school year.

TRHCS writing program will be based on the writing workshop model developed by Donald Graves and implemented by many practitioners, in particular the Teachers College Reading and Writing Project. Similar to Reader's Workshop, Writer's workshop will include a mini-lesson or whole class instruction of a specific writing strategy, interactive/shared writing, guided writing, independent writing and investigations in writing/centers. Specifically, the units of study versions developed by the Teachers College Reading and Writing Project will be used. The Teachers College Writing Curriculum is designed with NYS' rigorous assessments and the National Center for Education and Economy standards in mind. The proposed writing curriculum ensures that TRHCS students will develop the necessary skills, strategies, and writing behaviors to be able to successfully communicate their thoughts, ideas, knowledge, and emotions through writing.

The Teachers College Writing Curriculum provides changing units and ongoing structures for teachers and students. There are approximately ten units for each grade level to cover, ranging from studies in non-fiction, poetry, revision, and using authors as mentors. Each one of the units provides lessons that first immerse the students in the particular genre or strategy that will be studied in depth. Next, the students are shown how to implement a craft, such as how to write a strong conclusion, or strategies, like how to reread one's writing. Students then are given time to try out the techniques while receiving feedback and support. The units conclude with a project for publication in which writing skills, such as punctuation and spelling, are emphasized and explicitly taught. The ongoing structures include, but are not limited to, mini-lessons, conferences, partnerships, writing folders, and work time. Writing will be a significant aspect of TRHCS project-based integrated learning. Students will use daily journals to document their observations of the given study, integrating science, math and social studies. Students will respond to writing prompts, write research reports, texts, fiction and poetry in connection with their study at the farm, for example.

In grade 3 and up, teachers will utilize The 6+1 Trait® Writing framework. This approach uses a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Again, with the teacher as apprentice the 6+1 Trait model helps students pinpoint areas of strength and weakness as they continue to focus on improved writing.

Because effective language arts learning requires the development of the students' spoken language, students will spend time properly developing their oral language skills through purposeful practice in *talking and listening*. Oral language skills will be developed through discourse around both reading and writing. This will come in the form of conversations with peers, small and large group discussions and presentations, and is integral to Project-based learning. In each instance students will have opportunities to present their ideas and defend their ideas by supporting their ideas with evidence. The development of spoken language is highly dependent upon socialization, which in turn will be the focus of the academic learning at TRHCS. By scaffolding the oral language, the classroom discourse will be both student-centered and teacher-centered. For the students at the school who are designated ELL, structuring 'time to talk' within project-based activities supports listening comprehension and provides opportunities to speak and receive feedback that is focused upon the meaning or message that the students are attempting and modeling from. Literacy instruction at TRHCS, both in its discrete forms as well as during Project-based learning, will be embedded in an environment where our student apprentices will have frequent opportunities to use and see language used for a variety of purposes and in a range of settings. Students will be taught to pursue their interests, think imaginatively, and generate ideas.

TRHCS founders subscribe to the belief that the one thing students need most in order to attain high levels of literacy is access to a great teacher. Any approach to teaching reading and writing must tap into a teacher's creativity, passion, intelligence, and collaborative skills, and her desire to do whatever it takes on behalf of each student. To this end, TRHCS is dedicated to providing rich, purposely, and ongoing professional development in literacy to ensure our students have the necessary master teacher to be their instructor, guide, mentor, and role model. Professional development will first and foremost be provided by a master educator at TRHCS in the form of our Director of Education. The Director of Education will be expected to be the school's instructional leader and supervisor, holding weekly grade level meetings to plan units, data meetings with individual classroom teachers to review student progress and achievement, as well as conducting and coordinating school wide staff development days. The Teachers College Reading and Writing Project will be used to provide additional training and support.

THE RED HOOK CHARTER SCHOOL MATH PROGRAM

Similar to our balanced literacy approach, TRHCS will also implement Math Workshop for 60 minutes each day (with an additional 15 minutes for math exercises), providing a structure that allows individuals, pairs, or small groups of students to work on a set of related activities that focus on similar mathematical content. Because Math Workshop is often preceded and followed by whole class activities, students have many opportunities to discuss and synthesize the big ideas of the activities they have been working on. The purpose of Math Workshop is to provide students with repeated experience with the concepts being learned, and time to practice important skills and refine strategies. The workshop model also allows time for the teacher to work with individuals and small groups and to assess students' learning and understanding. Importantly, once routines are familiar and well established, students become more independent and responsible for their work during Math Workshop.

TRHCS will implement Singapore Math, a system developed over the past three decades that has resulted in that country's students to achieve the highest math scores in the world. Schools across the United States that have implemented the program saw gains in math scores. For example in 2005, just 45% of the fifth-graders at Ramona Elementary School in Hollywood (where 90 percent of its students are eligible for FRLP) scored at grade level on a standardized state test. In 2006, after implementing Singapore Math, that figure rose to 76 percent.^{vii} A study of Singapore Math conducted by the American Institutes for Research (AIR) for the U.S. Department of Education (released in January 2005) concluded, "What the United States needs overall are the sound features of the Singapore Mathematics system." In studying several different American school districts that were experimenting with the program, AIR researchers found that "Singapore Mathematics textbooks can produce significant boosts in achievement. ... [T]he Singapore texts are rich with problem-based development in contrast to traditional U.S. texts that rarely get much beyond exposing students to the mechanics of mathematics and emphasizing the application of definitions and formulas to routine problems."

With a focus on the development of addition and subtraction skills in grades K-2, Singapore Math aligns with the Common Core standards. Singapore Math is taught sequentially and at a slower pace so that students can truly master concepts that will be built upon. Singapore Math works with TRHCS's mission by recognizing that children do not all learn the same way. Singapore math devotes more time to fewer topics, with a particular focus on numbers and operations, to ensure that children master the material through detailed instruction, questions, problem solving, and visual and hands-on aids like blocks, cards and especially bar charts. Singapore Math implements a balanced approach between traditional approaches to math instruction and more recent conceptual methods by melding old-fashioned algorithms with visual representations and critical thinking. And because Singapore is a multicultural country with many spoken languages,

Singapore Math is presented with simple pictorials that are especially helpful to ELL students. Students at TRHCS will greatly benefit from having this program implemented from the very beginning, taught by teachers who will receive professional development in this method of math instruction, preparing students for success on NYS State Math exams.

Sample Exit Standards in Mathematics:

Operations and Algebraic Thinking in Base Ten

- Grade K (Count objects in a set, read, and write numerals to 30): By the end of Kindergarten of TRHCS students will be expected to count and identify 1 more than or 1 less than a number within 30.
- Grade 2 (Add and subtract within 20): By the end of 2nd grade of TRHCS students will be expected to know from memory all sums of two one- digit numbers.

An independent review of Singapore Math and its alignment with CCSS by Achieve states, “The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to apply more demanding math concepts and procedures successfully, and move into applications. They also provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.”^{viii}

To support TRHCS teachers in implementing our Mathematics curriculum, TRHCS founders are committed to providing a full range of supports. Taking advantage of the abundance of professional development opportunities in Math by organizations such as Staff Development for Educators (which offers specific support for Singapore Math) and Metamorphosis Teaching Learning Communities, TRHCS will provide a full range of training formats. At least two full-day sessions will be conducted during our annual two-week summer teacher institute. Ongoing coaching will be provided by the Principal of Education and the Instructional Coach, who will also identify additional needs and as necessary arrange for teachers to attend full-day seminars, multi-day intensive institutes, or customized one-one coaching in the school. In planning for and evaluating all mathematics professional development TRHCS Principal of Education will analyze student achievement data from unit assessments, student work, and periodic assessments aligned to the NYS State Math exam.

Closing the ELA and Math Achievement Gap: Red Hook’s local elementary schools have high populations of students with IEPs (close to 40 percent). The IEPs are specifically high in the minority subgroups, and higher in the male minority subgroup. The Red Hook Charter School will work to identify its “at risk” students as early as possible, specifically in Kindergarten and first grade. We will intervene early to address both academic and social needs. When students are identified as at risk the school will immediately develop an intervention plan in line with the model of RTI. We believe that early intervention coupled with our educational model, TRHCS will successfully reduce the percentage of students with IEPs. (Further explication of the school’s SPED and ELL program is in Section C.) Furthermore, The Red Hook Charter School will differentiate lessons for all student subgroups, not just those at-risk. We plan to keep data logs as part of every student’s record of progress (further explicated in Section D). With this data, teachers will develop effective differentiated instruction to meet the needs of all students to ensure that they meet the grade level standards and beyond.

THE RED HOOK CHARTER SCHOOL: SOCIAL STUDIES AND SCIENCE

Social Studies: TRHCS students will thrive in an environment where standards-driven, project-based learning will permeate the school promoting a focus on inquiry and a development of an

appreciation for the natural and economic resources present in the community surrounding the school. For the first two years of our charter, in order to support the development of comprehensive units, TRHCS founders proposed to focus these projects in the area of Social Studies with a specific focus on utilizing the Red Hook neighborhood. It is our goal to have fully integrated content-based interdisciplinary units of studies centered on core curricula in social studies and science by the time of our renewal.

Resources in the immediate Red Hook community as well as the greater community of New York City (art museums, science exhibitions, cultural institutions, experts in the field) will be used to enhance the learning experiences in the classroom. Students will practice reading, interpreting and creating graphs, diagrams and tables that support the Social Studies content. They will learn how to identify evidence in both written, visual, oral text. Experiences will include interacting with both primary sources of information as well as second-hand sources.

The curriculum will begin by exploring concepts that students can observe firsthand and touch (such as vegetables at The Red Hook Community Farm), and these early experiences doing empirical research will build a foundation that will support students as they explore more abstract concepts (NY Harbor, Bridges, American Revolution). Regardless of grade level, all students will learn how to use evidence to support their ideas and use multiple modalities to communicate knowledge. They will formulate their own questions thereby increasing their level of engagement. These questions will also build a deeper understanding of the content as they seek answers. Lessons will include a variety of learning configurations including: whole group conversations, small group work, partner work and guided group work. The unit will be guided by an overarching essential question, and lessons will be focused on smaller questions that support/problematize/complicate the essential question. In order to ensure that there are common expectations and a shared language, teachers will be a part of two planning teams: a common grade level planning team and a vertical, cross-grade, planning team focused on the ongoing evaluation and development of interdisciplinary units. Teams will use the TRHCS instructional manual to review specific standards and performance indicators as outlined in the CCSS and the NYS Learning Standards for Social Studies to align these expectations with the units of study for each grade. Teams will also identify areas in which the Reading and Writing Workshop curriculum and the mathematics curriculum will complement the concepts highlighted in the unit of study.

To support the development of our interdisciplinary units of study, throughout the school year teachers will meet monthly during professional development half days as well as weekly for two-hour sessions. Working closely with the Instructional Coach and supervised by the Director of Education, Teachers will monitor the curriculum's implementation by looking at such things as pacing, sequence of lessons, and student work. Teams will make notes about suggested improvements that will be incorporated in the instructional manual in subsequent school years.

Additionally, as TRHCS founders firmly believe that the primary indicator of the power and success of our interdisciplinary units will be evidenced by progress and achievement in literacy and math, teams will review both formative and summative assessments and use this data to inform their instructional decisions within the Social Studies units. The NYS Common Core Standards emphasize the reading and writing of non-fiction literature. Our project units will respond to information gathered through analyzing results of our interim assessment, TC Literacy Assessment, Terra Nova, and the State ELA exam.

SCIENCE: Because it will take time to develop in-depth units of study, the school will begin by implementing FOSS (Full Option Science System), which includes lesson plans, readings, and

hands-on materials. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century.

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

FOSS has set out to achieve three important goals.

1. Scientific Literacy Provide all students with science experiences that

- are appropriate to their stages of cognitive development.
- serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

Because the quality of life will be significantly influenced by science and technology in the 21st century, it is important for all citizens to be scientifically literate throughout their life. They should be able to make thoughtful, informed decisions appropriate to their age and experience.

2. Instructional Efficiency Provide all teachers with a complete, flexible, easy-to-use science program that

- reflects current research on learning, including collaborative learning, student discourse, and embedded assessment.
- uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multisensory methods.

Hands-on science is intrinsically fun and interesting for students. And most teachers can be superb science teachers when they are provided with effective instructional materials. FOSS is designed to make hands-on science engaging for teachers as well as students.

3. Systemic Reform Meet the community science-achievement standards and societal expectations for the next generation of citizens. FOSS continues to respond to the needs of systems moving away from passive exposure to scientific concepts toward real experiences for students that reflect the vision of the National Science Education Standards.

Assessment system: The FOSS assessment system uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams.

In conclusion, as the school develops it will increase its emphasis on project-based learning because TRHCS founders are convinced by the significant research that demonstrates a connection between in-depth, authentic learning and student achievement. It is what will make graduates of TRHCS competitive candidates for New York City's highest performing post-elementary schools, as it will lay the foundation for 'College and Career Ready' learning as outlined in the Common Core Standards.^{ix} Project-based learning provides an ideal context to develop these characteristics because it:

- is organized around an **open-ended real-world** and **authentic essential question** that focuses students' work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- creates a **need to know essential content and skills** because students are required to learn specific knowledge and concepts, to prepare themselves to present their work in a meaningful culminating project
- requires **critical thinking, problem solving, creative thinking, collaboration,** and **various forms of communication**. Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort.
- allows some degree of **student voice and choice** and is **differentiated** according to student needs and interests. Students learn to work independently and take responsibility when they are asked to make choices.
- incorporates **feedback and revision**. Students use peer critique to improve their work to create higher quality products.
- results in a publicly **presented product** or **performance**. Learning is driven by student independent production and presentation rather than teacher delivery of information.^x

B. DAILY AND YEARLY CALENDAR

The TRHCS will design a balanced and innovative school schedule that will maximize student learning time while also supporting student and teacher needs. Students will have between 185-190 school days. Students who need extra support and intervention will have an additional 1.5 hours of instruction weekly.

Student Work Day/Week Assumptions:

The student school day will be from 8:30 a.m.-3:00 p.m. with an extended day program three days a week for students who are not meeting TRHCS Educational Goals as stated in section D.

7:50-8:20 – Students arrive with enough time for breakfast (participation is voluntary).

- 8:30 – The school day begins.
- From 8:30-3:00 students will engage in:
 - 90 minutes of English Language arts instruction daily
 - 60 minutes of math daily with an additional 15 minutes for math routines
 - Interdisciplinary Science and/or Social Studies lessons 4 days a week as part of the classroom curriculum for an average of 180 minutes per week
 - Arts lessons with CREATE! once a week supported by staff 2 classes a week (135 minutes per week)
 - Recess period daily for 30 minutes daily (150 minutes per week), with kindergarten and first grade children having an additional 30 minutes of guided structured play four days a week.

Teacher Work Day/Week Assumptions:

- Teacher school day will be from 8:00 a.m. – 4:00 p.m. daily, with an extended day on Wednesdays (5:30). Teachers will have responsibilities after student dismissal at 3:00 p.m., which may include professional development, family meetings, grade-level planning, or other meetings.
- Teachers will have a planning period daily while students are in specialist classes. Teachers will have an uninterrupted lunch period daily.
- Whole staff meetings will be held on Mondays after dismissal from 3:00- 4:00 p.m. to discuss issues such as co-teaching strategies, assessment data patterns, potential discipline concerns, etc.

- At least once a month, students will be dismissed early and teachers will have a ½ day of professional development. Shorter professional development periods will be held every Wednesday.
- Teachers will begin work two weeks prior to the first day of school for planning and development of project based units, etc.
- TRHCS will provide funding for all staff to attend professional development seminars and workshops offered throughout the summer, on weekends, and other vacations.

C. TARGET POPULATION

Student Enrollment (taking into account attrition)

Grade	2012	2013	2014	2015	2016
Kindergarten	50	50	50	50	50
Grade 1	50	50	50	50	50
Grade 2		50	50	50	50
Grade 3			46	46	46
Grade 4				44	44
Grade 5					42
Total	100	150	196	230	282

As compared to the rest of School District 15, Red Hook’s population has a concentration of African American and Hispanic families (see map) who live in and around the Red Hook Houses, Brooklyn’s largest public housing project just south of I-278 (map below includes most of School District 15).^{xi}

The last census report states that 54.9% of the total population in District 15, where Community Board 6 is located, is of white non-Hispanic origin, 13.5% is African American, and 23.4% is of Hispanic origin. In District 15, 19% of students have an Individualized Education Program and 13% are English Language Learners (ELL). ***However, of District 15, Red Hook contains a higher percentage of ELL and SPED,^{xii} as well as the lowest median income census tract – all of whom qualify for federal FLRP.***

MAP KEY
 One dot = 25 people
 White
 Black
 Hispanic
 Asian
 Other



Red Hook also has the widest income distribution living in close proximity. According to the most recent data, the median income of census tract 85 is \$14,000 (which encompasses The Red Hook Houses); households along the waterfront in tract 55 earn more than \$100,000 (a very small population), while tract 57 and 59 have median incomes

of about \$50,000. The same data also shows a mix of race and ethnicities in close proximity. Taken together, census tracts 55, 57 and 59 are roughly 50 percent non-Hispanic whites and 50 percent a mix of other races and ethnicities, while tract 85 is about 50 percent African American and 50 percent Hispanic.^{xiii}

Households with such a wide-ranging racial, ethnic and income distribution in close proximity will greatly influence the composition of The Red Hook Charter School. Therefore, the school's mission to combine an academically rigorous program with progressive educational best practices is critical to attracting and serving a diverse student population in an inclusive environment. Standards-driven math and ELA curricula taught in an inclusive co-teaching environment will be combined with project-based units of study. Students of TRHCS will be taught and assessed according to National and New York State Core Curricula standards, as well as provided with unique hands-on learning experiences developed in the community of Red Hook. Children of all backgrounds can and will benefit from this integrated curricula.

As indicated in the enrollment chart, TRHCS assumes an attrition rate of about four students per grade per year (a little less than 10 percent). The school will fill those slots with students from our waiting list through grade two. Families will be notified of an opening in the order in which the waiting list was originally compiled. Families will be notified of the deadline to accept or decline the offer of slot at TRHCS. The lottery will be run according to all applicable state laws. TRHCS will give preference to siblings, residents of District 15, and should it become necessary, to those who qualify for FRLP. After second grade, empty slots will not be filled as it would be difficult for students to acclimate to the school's workshop model, especially in Math and ELA.

Methods and Strategies for serving students with disabilities:

Identification: All students who enter TRHCS in Kindergarten will be assessed before the school year starts. Using various assessments, including the Brigance, an early childhood screening assessment, teachers will be able to identify potential learning delays in language motor, self-help, social emotional and cognitive skills. Results will support the school leadership team and teachers in identifying students who may need further evaluation in order to receive special services. For students who enroll at TRHCS with IEPs, our Learning Specialist, in collaboration with the CSE, will meet with families to review the student's IEP, and ensure that TRHCS is able to be in compliance with the IEP as it is written. In the circumstances that TRHCS cannot meet the requirements of a student's IEP then the school will work with the CSE to allow the school to meet the requirements of the IEP. In accordance with section 2853 (4)(a) of the Education Law, the school will provide special education services to students with disabilities according to their IEPs as developed by the Committee on Special Education (CSE) of the student's school district of their residence.

Curriculum and approach to instruction designed/adapted to students with disabilities:

The inclusive approach to be used at TRHCS is based on the best practices developed by Jacqueline Frey, Director of Special Education at the Bronx Charter School of the Arts. Ms. Frey also leads Special Education based seminars at the NYC Charter Center with Dr. Arthur Sadoff. Our comprehensive approach to education – co-teaching supported by differentiated instruction and looping that is enriched by well-documented project-based units in the arts, sciences and social sciences – is particularly well suited to SPED and ELLs.

Our inclusion program will allow us to maximize the learning of all students, including those students classified as students with disabilities, in the least restrictive environment. Through our inclusion program TRHCS will consider the needs of all students including those students classified as having a specific disability and or/ Section 504 mandates and that may be protected

under IDEA/ADA (Individuals with disabilities education act) as described by New York State (SED) and Federal Regulations (Part 200). According to the Part 200 (August 2009) students with disabilities are entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical, and/or emotional reasons, identified as having a disability and therefore requires special services and programs approved by the department. These students may be defined as having one of the disabilities as identified in the Part 200: autism, deafness, deaf and blindness, emotional disturbance, hearing impairment, learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech and language, traumatic brain injury, and visual impairment. In order to address and support all students both with and without disabilities in TRHCS, our proposed classroom structure may include but not limited to: integrated co-taught classrooms supported by special education teachers up to 100% of the school day, special education teacher support services (SETSS) along with related services of speech and language, occupational therapy, physical therapy, and/or Response to Intervention support staff that may include: Reading Specialist, Literacy/and or Math Support staff.

TRHCS' administrators, teachers, and support staff embrace the belief that children with disabilities, to the maximum extent possible, belong in all classes, learning alongside regular education students. At TRHCS, that will mean that delivery of services for students with disabilities will occur, to the greatest extent possible, inside the regular classroom. As dictated by their IEPs, students with related services, will, to the extent possible that best meets the needs of the student, receive their modified work within their regular education classroom. Teachers will have access to copies of their student's IEPs, and will be provided with the technical assistance, supplemental materials, and equipment deemed necessary by the multi-disciplinary team for the student to be successful both academically, and socially in the inclusive classroom, in accordance with the students' IEPs.

In accordance with students' IEPs, TRHCS special education staff will provide services that are appropriate for the student to benefit from instruction. Services will be delivered to students in a general education setting whenever possible. The co-teaching model will ensure that at least one class per grade is staffed by one general education teacher and one special education teacher who will deliver instruction.

TRHCS inclusion program will ensure that its program will offer SPED students opportunities to engage in the full range of school-based learning. Being inclusive in all aspects of our school setting will allow for social and academic experiences that value all learners. Social inclusion is an essential element of successful inclusion and that children feel that they belong.

TRHCS encourages parent participation in the development and implementation of inclusive practices. Should the IEP of a student entering TRHCS require services that are beyond the skills and expertise of the school's staff, then TRHCS will work with families and the CSE to identify the specialized providers and offer their services onsite.

TRHCS Leadership will oversee long and short term planning that addresses the individual needs of students and the as well as the evaluation of students' progress, ensuring that progress notes are written accurately and quarterly, and that communication with families, teachers and the CSE is effective and documented. They will also represent TRHCS at CSE meetings and provided coverage as needed for teachers so they can attend CSE meetings, either in person or by phone conference. In addition, Leadership will ensure that all teachers are provided with constructive problem-solving strategies and a fair and accessible process in which the teacher can raise questions to the Leadership Team regarding students with IEPs.

Monitoring of progress

TRHCS will use observations from the general education teacher, special collected work samples, and formative assessments to determine if the student with disabilities has made progress towards mastering various IEP goals and to inform teaching strategies and interventions at home and school. Special education teachers and service providers will be required to complete an update of progress on each student's IEP each quarter (November, January, April, June). TRHCS Leadership will mail a copy of each student's IEP progress to the parent along with the student's report card.

D. ASSESSMENT

Document-Driven Assessment: To ensure TRHCS reaches its ambitious goals, teachers will tightly link a unique *document driven* assessment ideology to the instructional program in order to promote effective curriculum choices, prepare our students for success on all state-wide assessment, and set them on the right track to be competitive candidates for New York City's highest-performing post-elementary schools. It is our belief that a curriculum that is responsive and ever evolving to the needs of students promotes the highest achievement. Great schools have teachers who continually push their students towards the next benchmark. To do so, we must allow them to make the crucial curricular decisions that enhance student learning. TRHCS will provide the necessary data, professional development, and supervisory support to help our teachers make such decisions.

Educational Goals: TRHCS's education plan addresses the following goals:

State Mandated Educational Goals (Absolute)

- Each year, (beginning in 2014-2015), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the "Performance" section of the citywide Progress Report.
- Each year, at least 75 percent of 3rd-5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and math exams.
- Each year, at least 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science exam.

State Mandated Education Goals (Value Added)

The following goals are included to show that even if TRHCS does not make the absolute measure of 75% on the NYS State Exams, that there is still growth, and thus value-added. The numerator refers to all students who pass the NYS test in the current year and were in the school on BEDS day the prior year. The denominator refers to all students who are tested in this year and were in the school as of the BEDS data the prior year. Once the school has a 4th grade class, the following analysis will be computed, and then computed every year for every test grade following this first year. The school will reduce the difference between a grade's performance in year 1 and 75% by one half (50%) in year 2 and one half (50%) in each subsequent year. For example, if in year 1, students in the two-year cohort performed at 60%, the year 2 performance would be expected to be at 67.5% ($75 - 60 = 15$; $15/2 = 7.5$; $60 + 7.5 = 67.5$)

- For each school year, grade-level cohorts of students will reduce by one-half, the gap between their average NCE in the previous Spring administration of the Terra Nova, a nationally-normed **reading** test, and an NCE of 50 (grade level) in the current Spring. If

a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort will show at least an increase in the current year.

- For each school year, each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the previous year's **NYS ELA exam** and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.
- For the 2009-10 to 2012-13 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed **mathematics** test, and an NCE of 50 (grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort will show at least an increase in the current year.
- For the 2011-12 through 2012-13 school years, each grade level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's **NYS mathematics exam** and 75% at or above Level 3 on the current year's NYS mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.

Additional School-based Educational Goals (Absolute)

- Each year 85% of kindergarten students will perform at or above Level C on the Fountas and Pinnell A-Z Text Level Gradient
- Each year 85% of the first grade students will perform at or above Level G on the Fountas and Pinnell A-Z Text Level Gradient.
- Each year 85% of the second grade students will perform at or above Level M on the Fountas and Pinnell A-Z Text Level Gradient.

Additional School-based Educational Goals (Project-based)

- At least 80% of students in 3rd to 5th grade will perform at or above level three on a school designed rubric that measures mastery of skills developed in project-based units of study.
- At least 80% of students in 3rd to 5th grade will perform at or above level three in a school designed rubric measuring critical thinking and problem solving in their end-of unit products.

Document-driven means that TRHCS will be able to successfully use both 'hard' data collected from interim assessments, state tests, and the Terra Nova as well as data from unit assessments, teacher observations, student work, and homework assignments. Because we believe that assessment must encompass all these data sources, planning team member and proposed board member Philip Hopkins – a vice president of technology at Bank of America who also has ten years of experience testing education technology – vetted several software packages offering comprehensive school management and student evaluation. He and a team of educators looked for ease of use, configurability, stability, integration with the school's mission, and richness of features. Mr. Hopkins and his team found that Innovation Teaching offered several key advantages over the others, as well as tight integration with The Red Hook Charter School's goals.

Innovation Teaching, successfully implemented at Harlem Success Academy and other schools, allows educators to seamlessly link student success criteria to specific modules of their lesson plans. In so doing, they can track student strengths and weaknesses daily, even hourly, allowing educators to recognize patterns of progress or lack thereof, and provide immediate intervention when a student needs additional support.

The software does not require educators to spend hours at the end of the day keying in data they collected during classes. Using a small, two-button scanner, the teacher is equipped to instantly record success ratings against criteria they have defined, and allows teachers to do so without stopping the lesson. At the end of each day, teachers receive a customized report indicating the areas of strength and development for each student based on data input in recent days.

In monthly data meetings, held during one Wednesday PD session a month and during the half-day professional development days, as well as during individual meetings between classroom teachers and the Principal of Education, teachers and administrators will analyze the data gathered continuously from ongoing formative assessments to determine which students are ready for more advanced instruction and which need additional support. This analysis will inform decisions such as the adjustment of class groupings or changes in the sequence or content of lessons presented to the students. The data will also provide information on the progress of SPED and ELL students. Finally, students will use data from some of these forms of assessment for self-evaluation, thus developing their meta-cognitive skills.

Over the course of the first charter term, TRHCS will implement *Making Learning Visible*, a method developed at Harvard Graduate School of Education's Project Zero, which uses documentation to collectively analyze, interpret, and evaluate observations and solidify learning in groups. The overall goal of *Making Learning Visible* is to create and sustain powerful cultures of learning in and across classrooms and schools that nurture and make visible individual and group learning. "Quality documentation" is not just "what we did," but is driven by essential questions, core standards and student outcomes. Documenting children's learning entails making decisions about the moments and experiences that are most meaningful to record and build upon. Sharing this documentation gives cohesion to the group, particularly in diverse settings, and expands beyond the learning of individuals to create a collective body of knowledge.^{xiv}

Use of each of the following types of assessments will provide TRHCS with a knowledgeable view of the teaching and learning that is happening in each classroom and across each grade level, providing a holistic, authentic, rigorous, and comprehensive assessment system. The following forms of assessment will be utilized by TRHCS:

- **Project-Based Learning Assessment** In order to ensure that there are common expectations and a shared language amongst the instructional staff for TRHCS's project-based learning, teachers will be a part of two planning teams: a. Common grade level planning team and a vertical, cross-grade, planning team. Teams will use *TRHCS Instructional Manual* (to be developed during our planning year) to review specific standards and performance indicators as outlined in the CCSS to align these expectations with the units of study for each grade. Teams will also identify areas in which the literacy mathematics curricula will complement the concepts highlighted in project-based learning.

Throughout the school year teachers will meet regularly during after-school Wednesday and half-day professional development sessions, with each team to monitor the curricular implementation by evaluating things such as pacing, sequence of lessons, and student work. Teams will make notes about suggested improvements that will be incorporated into the classrooms and into the *Instructional Manual* in subsequent school years. Additionally, teams will also review both formative and summative assessments and use this data to inform their instructional decisions for project-based units of study. The *Instructional Manual* will also include examples of rubrics to support teachers as they assess their students' projects.

Teachers will design project-based units of study first by clarifying student learning goals linked to school-based standards and CCSS. Based upon these goals teachers will identify final products that demonstrate evidence of meeting those learning goals and design instructional activities that prepare students to meet those learning goals. Considerations of the scope of the unit (timeline) and required resources must be taken into consideration. An example of the types of questions that teachers will need to consider as they plan a unit include: What essential questions will guide the unit? What content standards will this unit address?, What inquiry skills and process skills will be required for successful completion of the unit?, What communication and presentation skills are required for the culminating project?, How can the project be broken down into a set of tasks with interim and final benchmarks and dates?, What instructional activities and support will move students through the phases of the inquiry process?, What opportunities for differentiation and modification of tasks need to be considered?, and, How will formative assessment be integrated throughout the process?.

- **Diagnostic Assessment**

- *Brigance* All entering Kindergarten students and students new to the school will be assessed prior to the start of the school to provide baseline data for each student and provide a diagnosis of the needs of each class as a whole. Entering kindergartners will be assessed using the *Brigance*, an early childhood assessment that allows teachers to identify potential learning delays in language motor, self-help, social emotional and cognitive skills.

- **Formative Assessments** will be ongoing throughout the school year and will take many forms. Interim assessments will include: checklists of performance indicators in the core academic areas, teacher observations, monthly Running Records, and rubrics taken from a variety of sources including published curriculum. In addition, TRHCS will use the Teachers College Literacy Assessment. All interim assessments in language arts and mathematics will be tied to our computerized data management system, *Innovation Teaching*. These assessments will generate national norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level data that will be used as predictor data for summative assessments. Most importantly, this data will be used by TRHCS to inform instruction and gauge student progress so the teachers and Instructional Coordinator can modify and plan instruction accordingly.

- **Summative Assessments** will be used annually to determine mastery of core academic areas.

- *Teachers College Literacy Assessment* 1st grade through 5th grade students will be assessed to detect individual reading levels using the Teachers College Literacy Assessment. The TC Literacy Assessment will be administered 4 times a year in September, December, March, and June. In addition, TRHCS specific assessments will be used for diagnostic purposes, as well as state testing data from the previous year for grades 3-5. Within the first six weeks of school, our teachers and leadership team will meet to discuss the results of all these assessments and establish common academic interim goals corresponding to standards based benchmarks across each grade level.

- *Terra Nova3*. Beginning at the end of First Grade and each Spring thereafter, TRHCS students will be administered the *Terra Nova3*. Data gained the *Terra Nova3* will 1) estimate the general developmental level of students 2) identify each student's areas of development (High & low) and 3) provide achievement information to monitor year-to-year developmental changes.
- *New York State exams* will be given in accordance with state requirements, to grades 3-5 to measure achievement in ELA and Math and in Science.

E. SCHOOL CULTURE AND DISCIPLINE

At TRHCS, we will work collaboratively to establish a safe, nurturing, aesthetically pleasing and organized learning environment for its students and other members of the school community. To this end, TRHCS's discipline policy is based on the premise that school-wide expectations and rules are necessary to help promote academic and personal growth, common values, and socially appropriate skills that enable students to work cooperatively with others. Influenced by the philosophy of *Responsive Classroom*- a widely used, research-backed approach to working with elementary aged students -- students and families will receive ongoing instruction in social skills, such as problem solving, emotional management, and conflict resolution.

TRHCS' students will be expected to follow a code of conduct that recognizes the rights of all to learn, enables teachers to instruct effectively and permits all members of our school community to be safe from verbal and physical abuse.

TRHCS' instructional strategy of *learning as apprenticeship* will serve as a framework for developing each student's personal responsibility and will be embedded within the actions and consequences outlined in the code of conduct. All behavioral expectations established in classrooms and throughout TRHCS are expected to be aligned with the code of conduct.

Classroom Expectations & Systems

As community apprentices, TRHCS' students will develop understanding that each student belongs to a social system that affect and is affected by individuals. By thinking and acting locally, creating context to individuals through focusing on environment/community, creating opportunities for regular community service and by placing value on empathy in the classroom, TRHCS' staff will promote a positive and collaborative school environment where teaching and learning are not isolated endeavors, but rather enhanced by the participation and contributions of a diverse group of people. All members of the school community will follow established school wide expectations around respect and responsibility.

In order to effectively manage a class, staff must convey and implement clear and consistent consequences when expectations are not met. Staff are required to communicate school and classroom expectations to students through modeling, explicit instruction, and by posting visual expectations accessible to all students. Students will engage in activities that help them to understand how the code of conduct will be applied, its scope, and the reasons for them. Teachers will communicate to families classroom expectations and consequences as well. Teachers will utilize a system of choice to help manage expectations and consequences.

Student Behavior & Consequences

While building a positive and collaborative community and fostering an environment of respect and responsibility through routine, explicit expectations, and apprenticeship, incidences of difficult behavior from students may occur. In the event that such difficult behavior occurs, the following behavior and consequences chart will be used as a guide for consequences. The chart is based on categorizing behaviors into 4 levels:

- Level I are the least egregious
- Level II are minor classroom disruptions
- Level III represent patterns of misbehavior and major classroom disruptions
- Level IV are categorized as classroom or school emergencies.

Level I & II incidents represent student behaviors that are non-violent, non-emergency, and non-pattern. Patterns of some behaviors in Levels I & II will lead to their categorization as Level III & IV behavior.

Level I (examples) Teasing Name calling Not following directions	Level II (examples) Talking back to staff Inappropriate gestures/language Cheating/Lying
Level III (examples) Pattern of disruptive behavior and/or play fighting Bullying (pattern of teasing, taunting, etc) Pattern of defiance of school authority	Level IV (Examples) Arson or attempted arson, or bomb threat Battery or assault of TRHCS Staff Member/student Drugs or alcohol: selling, using, possession

Consequences

Consequences of Level I and II behaviors will vary some from class to class and grade to grade due to general developmental differences. Students cannot be sent into the hallway or any other space where there is no adult supervision. Some possible Level I and II consequences include: Verbal/written warning, Phone call/note home, Meeting with family. Most Level III issues will be handled by the Director of Education with proper referral form. Supervisors will execute consequences at this level. Consequences for such offenses are: Meeting with family, Detention, In-school suspension.

Some Level III and all Level IV behaviors require that a student be immediately referred outside the classroom. In these situations, students must be sent to a Co-Director with a referral form explaining the reason for referral. A Co-Director will follow up with an appropriate consequence. If there is an emergency, teachers should find any administrator immediately and complete the referral form.

Behavior & Consequence Procedure

The Director of Education is the immediate supervisor of teachers, therefore most discipline issues should be referred to the Director of Education. If the Director of Education is not available, these issues should be referred to the Director of Administration. Procedures for executing consequences are as follows:

In situations where a pattern of difficult behavior is developing, either for specific students or for the class as a whole, teachers must notify their supervisors. Teachers must work collaboratively with their supervisors within the RTI protocols to create an action plan that coordinates an appropriate combination of interventions and consequences.

In the case of Level III or IV behavior, procedure is as follows:

- Student exhibits Level III or IV behavior.
- Student is sent with Request for Disciplinary Action form to the Director of Education or Administration, depending on the issue and availability of Co-Directors.

- The Director addresses issue with student, investigates further if necessary, and executes logical consequence.
- The Director or designee calls home to inform family of consequence.
- If consequence is in-school or out-of-school suspension, teacher must gather work for the required number of days on that afternoon.
- Student will remain with the Director for a given amount of time long enough for student to calm down and then be returned to class (unless the incident is deemed so extreme that return to class is unwarranted).

Rights and Due Process Procedures

With respect to disciplinary matters, all students have the right to:

1. An orderly and clean school environment,
2. Personal safety,
3. Protection of personal property,
4. An atmosphere in which learning can take place,
5. An atmosphere that promotes emotional security,
6. Due process,
7. Be informed of all school rules,
8. Fair, appropriate, consistent and timely enforcement of rules,
9. Communication and cooperation between home and school,
10. School personnel who act and make decisions using their best professional judgment and based on each student's best interests

Furthermore, all students are entitled to due process for all disciplinary actions consistent with feral case law pursuant to *Gross v Lopez* (419 U.S.565). In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that requires a referral to a Co-Director, the student's family will be notified of the incident. Any punitive measures will always be accompanied by mediation or discussion of the behavior, with an emphasis on increasing the student's understanding of their actions and why he or she is being held accountable. In addition, if a student's disciplinary patterns persist, significant effort will be made to determine any underlying causes of the problem, and to address those causes. This process will be undertaken by the Co-Directors, and the child's classroom teacher in collaboration with the student's family.

Students also have the right to freedom from unreasonable search and seizure. However the school has the responsibility to maintain a safe educational environment free from drugs, alcohol and weapons, and other contraband materials. The school has the right to search student's persons', book bags and other property with reasonable cause or reasonable suspicion that the property contains weapons, illegal drugs or other substances, or stolen property, without the students' or parents' consent or presence.

In cases of suspension, a Co-Director or her designee shall inform the student and family verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The Co-Director or her designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Notification shall also be made by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer parents or guardians an opportunity for an immediate informal conference with the Co-Director or her designee. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

In extreme circumstances, the Co-Director may suspend a student for more than three days, or recommend expulsion from school. A suspension of more than 3 days may be imposed only after the student has been found guilty at a formal suspension hearing, lead by the Board of Trustees. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the Co-Director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Co-Director shall also immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number of the parent(s) or guardians(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. Parents will be notified of and permitted to be present at suspension hearings concerning their children. Hearings will be scheduled with reasonable consideration for parents' schedule(s). The notification provided shall be in the dominant language used by the parent(s) or guardians(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence.

If the suspension or expulsion proceeding has been initiated by the Co-Director, he or she shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Co-Director may accept or reject all or part of it. The school may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the child carries or possesses a weapon at school, knowingly possesses or uses illegal drugs, sells a controlled substance while at school, or inflicts serious bodily injury on another person while at school, according to the regulations set forth in IDEAIA. Students and their parents have the right to appeal disciplinary decisions to the TRHCS' Co-Directors, then to TRHCS' Board of Trustees, and then to the New York State Board of Regents in accordance with TRHCS' complaint process.

Expulsion Policy and Procedures

Much like the suspension policy above, a detailed policy of expulsion procedures has been developed according to all applicable laws, and will be made available to all parents upon a child's enrollment in the school. TRHCS must provide alternative instruction of at least one hour per day for expelled students until the student enrolls in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, or until the end of the year, whichever comes first. The family may waive their right to alternative instruction. The Co-Directors may prohibit an expelled student from returning to the TRHCS site, in which case alternative instruction will take place at another nearby site or at the student's home.

Provision of Alternative Education for Suspended or Expelled Students

TRHCS will provide an alternative education program to all students who are expelled or suspended, equal to that which they would have received in school, within 24 hours of the suspension or expulsion. Specifically, for suspensions of less than 10 days, TRHCS will ensure that each affected student receives 1 hour of daily instruction at school and all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provision will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. TRHCS will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student so that the

student is given full opportunity to complete assignments and continue to learn, including, if necessary, additional written instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

For suspensions of 10 days or longer, TRHCS shall provide all of the above referenced services, if necessary, with greater emphasis on tutoring and home visits as is necessary. The services provided will be designed to ensure that the student is given the opportunity to master TRHCS benchmarks and exit outcomes and take such assessment tests and measures as TRHCS would otherwise provide.

For expelled students, TRHCS will provide as necessary the above-services until the end of the school year or until the student is enrolled in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence.

Discipline for Special Education Students

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal. TRHCS' disciplinary policy, as regards any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act, including but not limited to the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the students' district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence. In addition, TRHCS will implement the following rules and procedures with respect to the discipline of students with disabilities: TRHCS will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process.

During suspensions or removals for periods up to 10 school days in a school year (that are not a change in placement), students with disabilities shall be provided alternative instruction on the same basis as all students. During suspensions or removals of 10 consecutive school days or less that in the aggregate total more than 10 school days in a year (but does not constitute a change in placement), students with disabilities will be provided services to continue their progress in the general education curriculum and meeting their IEP goals. Director of Education and the Special Education Coordinator will determine which services are necessary. The Special Education Coordinator will keep records of the number of times a student with a disability has been suspended or removed for discipline purposes.

When first suspending or removing a disabled student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, TRHCS will immediately contact the students' district of residence to convene a manifestation determination meeting no later than 10 school days after a decision is made to impose a disciplinary change in placement and ensure that the student's parent is provided with a copy of their procedural due process rights. Upon the district of residence's completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students. In addition, this or another meeting will serve to develop or review a functional assessment and behavior plan or to modify the existing plan, and if necessary, determine education services or the interim alternative educational setting consistent with the FAPE requirements.

During suspensions, the charter school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting. Children not yet eligible for special education but who have been known by the LEA or the charter school to have a disability will receive the same protections and considerations as a child who is receiving special education services. Cases in which a child would receive the same considerations are set forth in 34 C.F.R. 300.527.

II. ORGANIZATIONAL PLAN

TRHCS will implement a Co-Leadership model. While this model has been discussed in educational literature for decades, it has recently come to the fore as a solution to the increasing demands being made on Directors. A Co-Leadership/Co-Director model will ensure that TRHCS will be well-founded and effectively run by utilizing the strengths of each leader. The Co-Directors will model a collaborative relationship that will be suffused throughout the school's culture. The Co-Leadership model also addresses two issues that have arisen in charter schools: 1. The school leader's close ties to the founding board can sometimes influence oversight by the board; 2. The school leader's vision and leadership style can overwhelm a school's culture, creating issues when that leader departs.

Furthermore, a study conducted among Co-Directors throughout the United States came to two very important conclusions: 1. Job satisfaction is significantly higher among Co-Directors than among traditional Principals, 2. Co-Directors felt less role conflict as a result of the partnership.^{xv} Additionally, two very successful charters in New York City of similar size and sensibility have implemented the Co-Leadership model: Community Roots Charter School and the Bronx Community Charter School. Our Co-Leadership model will be implemented differently from these two schools, as they were founded by two educators. At TRHCS, the Co-Directors' roles will be more clearly delineated, with one person taking on administrative duties who has management/non-profit experience, while the other takes on educational duties, and will have the requisite experience to lead the educational staff. This approach is the one more commonly implemented in schools throughout the United States where the Co-Leadership model has been adopted.

A. Governing Body

Proposed structure of the school board

The Board of Trustees will oversee all operational aspects of the school. It will have between 5 and 15 members, with a range of skills and experience (including school governance, finances, real estate, technology, legal, community outreach, social work, fundraising) to uphold and support the charter.

Its responsibilities will include: hiring, setting compensation for and evaluating the Co-Directors of Education and Administration, ensuring effective organizational planning and resource allocation; and monitoring the school's programs and services according to the terms articulated in the charter under the direction of the bylaws. The Board committees will include the Executive Committee, Finance Committee, and Education and Accountability Committees. The Board of Trustees will delegate to the Co-Directors the responsibility for management and day-to-day operations of the School. The Co-Directors will delegate specific tasks to the classrooms teachers and Manager of Operations.

The Board will select Trustees through majority vote; the Executive committee will nominate candidates for vacancies. No employee of the TRHCS may be a trustee. The board will hold regular monthly meetings.

Roles and responsibilities of a charter school Board of Trustees,

General Responsibilities:

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

Specific Responsibilities:

1. Understand and support the mission and vision of the TRHCS and keep it clearly in focus
2. Select the Co-Directors of the school, write those job descriptions, negotiate and approve contracts and renewals
3. Give support to the Co-Directors and assess their performances, ensure effective organizational planning, including concrete, measurable goals consistent with the charter and accountability plan
4. Provide financial stewardship, review and approve annual budget, approve fundraising targets and goals and assist in carrying out development plans
5. Ensure that resources are managed effectively, monitor budget implementation through periodic financial reports, approve accounting and personnel policies, provide for an independent annual audit by a qualified CPA, ensure adequate insurance is in force.
6. Monitor and strengthen the programs and services of the TRHCS, ensure that the school's programs and services are consistent with the mission, vision and the charter, approve annual attainable goals for the board and management, monitor progress towards the attainment of goals and results, assess the quality of the program and services, enhance the TRHCS's public standing, serve as ambassadors, advocates and community representatives of the school, provide for a written annual report and public presentation that details the TRHCS's mission, programs, financial condition, and progress made towards charter promises
8. Ensure legal and ethical integrity and maintain accountability, establish policies to guide the school's board members and staff, develop and maintain adequate personnel policies and procedures, adhere to the provisions of the school's bylaws and charter
9. Recruit and orient new board members and assess board performance, define board membership needs in terms of skill, experience and diversity, cultivate, check the credentials of and recruit prospective nominees, provide new board member orientation, conduct an annual evaluation of the full board and individual trustees
10. Individual members must inform form the Board of Trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the issue.

Job description for members of the Board of Trustees

General Board Member Description:

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

9. Use personal and professional skills, relationships, and knowledge for the advancement of the school.

B. Founding Group Composition

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

The planning team and members of the board—many of whom have a direct connection to Red Hook—have the expertise necessary to design, open, and govern a successful public school. Its members have substantial experience in education, organizational governance, technology, finance, real estate, communications and community advocacy.

Proposed Board members:

Ann Mellow is the Associate Director at the National Association of Episcopal Schools. She has overseen a prominent school in New York City, St. Lukes in the Fields, a K-8 located in the West Village, as well as been the division head of two other prominent schools: Poly Prep Middle School and The Chapin Middle School. She is intimately familiar with overseeing curricula development, budgeting, fundraising, administration, etc. – indeed, everything that goes into running a school. Additionally, at the New York Interscholar Association, Ms. Mellow has supervised the Faculty Diversity Search, a recruitment program for faculty of color and other under-represented minorities on behalf of the Interscholar members and twenty additional NYC independent schools. She will provide strong oversight of the school, establish governing board policies and procedures, as well as assist with personnel recruitment, particularly the effort to select the Co-Director of Education.

Orray M. Taft has been a senior policy analyst at the Federal Reserve Bank of New York for five years, leading the implementation of monetary policy through planning, research and daily discussions with the Federal Open Market Committee, Federal Reserve Board officials, and Federal Reserve senior management. He also has extensive private sector experience, and an MBA from NYU. Mr. Taft would chair the Finance Committee. He provided essential guidance in developing the school's budget and will continue to provide strong oversight of budgetary policies and compliance of financial reporting. He is a resident of Red Hook.

Philip Hopkins is Vice President at Bank of America managing a group of technology and software developers. He has worked in technology for education, finance, and entertainment for 20 years, including Morgan Stanley, Scholastic, and Winstar Communications. Mr. Hopkins would chair the Accountability Committee. He provided strong guidance in evaluating and selecting Innovation Teaching as a data system, and will provide guidance and oversight as the school establishes technology systems. Mr. Hopkins lives in School District 15.

Jill Crawford is vice president for design and development at Civic Builders, the largest charter school developer in the Tri-state region. A former Leadership New York Coro Fellow, Ms. Crawford received a Bachelor of Arts with Honors in Urban Studies from Vassar College and a Masters in Liberal Education from St. John's College. Ms. Crawford would chair the facilities task force. She has already provided invaluable guidance with regards to facilities development. Ms. Crawford lives in School District 15.

Batya Novick, LMSW, is the Director of Family Services, Early Childhood Services at Kingsbridge Heights Community Center, Bronx. She also worked at the Bronx Charter School for the Arts as a social worker, and has taught as a Special Education Teacher. She studies at the Ackerman Institute for the Family, Core Curriculum Training: Foundations in Family Therapy and Live Clinical Supervision, and has a Master's in social work from Columbia University. She

is a resident of Red Hook.

Bill Solomon is the co-founder and president of the Brooklyn Titans, a youth sports league, which has been serving disadvantaged and at-risk children and teens in Red Hook and other Brooklyn neighborhoods since 2003. Prior to becoming involved with youth programming, he worked in business and finance. He is a graduate of Harvard University and played football from the age of 7 years old through college. He is will provide community outreach and recruitment oversight.

Steven LaMorte is the creative director of The Nuncle Group, which provides design and editing services to some of the most successful and well-known film industry people, such as Steven Soderbergh (The Informant) as well as for smaller documentaries, such as The Lottery (a film about charter schools). Mr. LaMorte will provide design, media and communications expertise. He is a resident of Red Hook.

Proposed School Leadership and Staff:

Lead Applicant and Proposed Director of Administration: Lisa Chamberlain has been spearheading the charter school project from its inception. She has management/budget experience as both an editor-in-chief of a weekly newspaper supervising a staff of 20, and as an Executive Director of a non-profit focused on urban design (Forum for Urban Design based in New York City). She has also worked on Capitol Hill as a legislative aide, published a book, and covered real estate for The New York Times. She has an MS in journalism from Columbia University, where she also studied urban planning. She is a resident of Red Hook.

Ann Ledo-Lane is the proposed Instructional Coach and part-time Learning Specialist in the start-up years. She has been teaching in charter schools for 15 years, has founded two charter schools: School for Arts in Learning in Washington, D.C., and The Bronx Charter School for the Arts, where she is currently a director. She is a certified SPED teacher and inclusion specialist. She has a master's degree from Columbia University's Teacher College. She is a resident of Red Hook.

Erica Davis is a public school teacher who has been working with the planning team to develop its project-based vision. She has an MS in education and is currently attending the Bank Street College Ed.M. in Leadership and Administration through the Directors Institute. She teaches at PS 234 in Tribeca, which has successfully implemented project-based curricula. She also has experience as a general education teacher in a CTT setting.

Shira Weinert is a proposed teacher at TRHCS who currently works at PS 5, Ellen Lurie School in Manhattan, as a Special Education teacher in a CTT setting. She is also a New York City Teaching Fellow, and has ten years experience teaching, starting at Dalton, where she oversaw the school's museum program. She has a Bachelor's from Yale and an MFA from Columbia University.

Another public school teacher who has requested anonymity is a proposed teacher at TRHCS. She is a certified SPED teacher with two master's degrees. She has experience working in Red Hook in a CTT setting using differentiated instruction.

Procedures for conducting and publicizing monthly board meetings

The Board of Trustees of the TRHCS will comply with the New York State Open Meetings Law. It will give public notice, no less than one week in advance, of the date, time, and location of any board or board committee meeting, by posting notice of the meeting in the school and on the school's website, and through at least one media notice or advisory.

Parental and Staff Involvement in School Governance

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

The TRHCS will promote staff participation in school governance by creating and maintaining a work climate that is friendly and supportive, in order to encourage staff contributions to discussions of academic issues. The school will establish a leadership team that will convene regular meetings with the Co-Directors with the purpose of giving teachers a forum to raise issues, discuss and reach agreements on priorities, plan ways to resolve problems, make suggestions, propose projects and assume responsibilities for carrying them out. Staff will also participate in school governance through membership of the PCAC. The School will elect at least one teacher to represent it in the PCAC and key staff will attend the monthly meetings.

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

Plans For Recruitment Of Additional Board Members.

At this point, the school has recruited seven board members who are committed to serving as Founding Board Members. Their areas of expertise include governance, education, finance, communications, youth development, social work, technology, real estate, finance and school administration. The planning team will recruit a lawyer and a fundraiser/development person. Once the school is open, a school parent will have a seat on the board (under terms previously described).

To recruit new board members the TRHCS will continue to work with community organizations, as well as the personal networks of the school leadership and the current founding board members, the New York Charter School Incubator, and the New York City Center for Charter School Excellence. It will also approach professional associations, and community organizations, to enlarge the Board's range of expertise, specifically to recruit a lawyer and a development/fundraiser.

C. Management and Operation

Organizational Structure of the School

The **Board of Trustees** determines and upholds the school's mission and vision, hires, sets compensation for and evaluates the Co-Directors, ensures effective organizational planning and resource allocation and monitors the school's programs and services according to the terms

articulated in the charter. They have final authority over the policy and operational decisions of the school and delegate day-to-day management of the staff and operations.

The **Director of Administration** manages the daily internal affairs to ensure smooth, effective, mission-aligned practices including but not limited to hiring staff, budgeting responsibly and financial modeling and oversight, overseeing daily operations, garnering and managing necessary resources, and maintaining the safety, and cultural integrity of the school. The Director of Administration will also be the public face of the school, meeting regularly with families, community stakeholders and partners, donors and potential donors, and overseeing all communications. The Director of Administration will also be in charge of ongoing facilities development.

The **Director of Education** hires instructional staff and manages instructional effectiveness, and is responsible for implementing and managing instruction and curriculum design. The Director of Education plans and implements professional development for the teaching staff, and works closely with the Instructional Coach to oversee the SPED/ELL inclusion program.

The Instructional Coach will assist the Director of Education. In the start-up years, the IC will provide additional SPED/ELL support in the classroom and coordinate those services. By year three, the school will hire a full-time Learning Specialist who will take over SPED/ELL duties, while the IC will focus on working with staff to develop project-based units of study.

The **Operation Manager** will work with the DA to manage the operations of the school and supervise office personnel. The Operations Manager will assist the DA with financial responsibilities and support the DA in preparing reports and documentation for the board.

The **Classroom teachers** are directly responsible for instruction and for feedback to parents on academic progress. Each class will have two teachers, either a CTT model or a head teacher and an assistant.

The **Learning Support Specialists** (SPED and ELL) will adjust the curriculum and the academic setting to meet the needs of students with Individualized Education Programs (IEPs), English Language Learners, and other students with challenges to their academic progress.

The **Administrative Assistant** facilitates the smooth operation of the office, monitors attendance, serves as initial point of contact for visitors and parents, and does routine tracking and reporting.

School Leader: Given the particular characteristics of the school, it will require a leader with a combination of experience, attributes, and qualifications. Lisa Chamberlain is the proposed Co-Director of Administration. TRHCS's proposed founding Board of Trustees is committed to putting in the time and resources to find a Director of Education within four months of receiving our charter.

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

- In conjunction with DE, hire school staff
- Serve as administrator of the school
- Co-direct enrollment procedures
- Direct and oversee financial and budgetary planning and business operations
- Make formal reports to the Board of Trustees
- Work closely with the community at large to obtain community support
- Work with the Board of Trustees to ensure legal compliance of the school

- Meet regularly with community partners, donors and potential donors, stake-holders, etc.
- Oversee all communications and media relations
- Spearhead facilities development
- Co-manage discipline policies

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

- In conjunction with DA, hire school staff
- Serve as school leader on all educational issues
- Co-direct enrollment procedures
- Direct and oversee curricula development, implementation and assessment
- Make formal reports to the Board of Trustees
- Work closely with teachers and parents
- Manage and evaluate all teaching staff
- Co-manage discipline policies

Expectations of the DA and DE

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

Experience and Education Requirements

- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills
- Demonstrated skills in community/political relations
- Understanding of facilities development
- Master's Degree or equivalent

Qualifications for hiring Staff

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

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

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

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

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

D. Staffing and Human Resources

How staffing supports the educational program: There will be two educators in each classroom. One class will have a state certified general education teacher paired with a SPED teacher (the CTT class). The other class will have one experienced lead teacher paired with a certified apprentice teacher. There will also be an Instructional Coach who, in the start-up years, will provide additional SPED/ELL support to students in and out of the classroom, in the form of Learning Specialist, as well as provide instructional coaching to teachers. She will transition to full-time IC duties by year three, when a full-time Learning Specialist will be hired.

Strategies for Recruiting and Retaining Effective Teachers

Recruitment. The planning team of TRHCS includes four experienced, highly qualified teachers. They have been intimately involved in shaping the mission and philosophy of the school, and have expressed deep interest in working at the school to see this project come to life. Of course, circumstances may change and other recruitment efforts will be necessary. To that end, in order to obtain an applicant pool with characteristics appropriate to the school's mission and culture, recruitment will take advantage of the networking resources of our Board member Ann Mellow, who has worked in education in New York City since 1978 and has spearheaded several recruitment efforts in her career. She will be instrumental in our recruitment efforts. Additionally, the school will contact alumni networks such as Teach for America, NY Teaching Fellows and Education Pioneers. It will advertise in teacher job fairs, local colleges and universities, newspapers and Internet job networks. Other staff will be recruited through Board contacts, and by advertising in local colleges and universities, newspapers and Internet job networks.

Ms. Mellow will also be very important in identifying an experienced and mission-aligned Co-Director of Education. Filling this position will be critical and will be the focus of our most intensive recruitment efforts. Having worked in education in New York City since 1978, Ms. Mellow's network will be tapped to find and recruit a highly qualified DE whose skills, education and experience will complement the proposed DA.

Retention of professional staff (teachers and administrators) is an organizational goal for TRHCS. Because the founding team of teachers has considerable experience, with board approval, salaries will be increased starting in year 3 beyond a typical COLA raise. Again, with board approval, this will be the case for management staff as well, as noted in the budget. This will incentivize administration and staff to remain at the school for three years or longer, in addition to small school and class size, assistant support, exceptional opportunities for professional development and training, collegial observation and collaboration, and opportunities for professional dialogue, decision-making, and development.

The Co-Directors will work to build mutually respectful and supportive professional relationships to propel individual development and the work of the school. There will be an open door policy where colleagues will feel it is acceptable and productive to raise questions, concerns or issues for consideration or problem solving. All professional staff and administrators will complete annual

school satisfaction surveys and have opportunities to influence decisions on the work environment, the school's practices with students, and the school improvement goals.

Evaluation: Throughout the week, the Director of Education and/or Instructional Coach will visit each classroom to carry out informal observations of the teacher, and will make at least two formal observation visits per year. Rubrics for observation of teachers will be organized around six domains: planning and preparation for learning; classroom management; delivery of instruction; monitoring assessment and follow-up; family and community outreach; and professional responsibilities. Teachers will also be periodically video recorded and reviewed in a collaborative, professional setting, where peers will give each other feedback based on the Data Wise model developed at the Harvard Graduate School of Education. In a follow up discussion, the DE/IC will analyze these observations with the teacher, and provide feedback and recommendations, in order to help the teacher grow and learn.

The DE will evaluate teachers by analyzing student results on standardized tests, yearly standardized test score gains, student results on interim and final summative assessments, authentic product assessments, student presentations, as well as records of the Director of Education's and the Instructional Coach's observations and the results of their evaluations of each teacher's teaching practice. The DE and IC will prepare a written report to discuss with the teacher in a formal evaluation conference to determine if the teacher's contract will be renewed and/or if additional professional development supports are needed.

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

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

With the oversight of Board member Bill Solomon, TRHCS has already begun to develop a comprehensive outreach plan designed to stimulate interest in the school on the part of parents and guardians in the community (CSD15). The planning team is preparing fliers, fact sheets and brochures in English and Spanish for distribution to parents and local community organizations. We are compiling a list of suitable organizations to send this literature to, such as Good Sheppard Services and the Red Hook Initiative; day care and HeadStart Programs; afterschool programs such as Cora Dance; community groups, libraries, parent advocacy groups, local social service providers and churches.

The team will make an extra effort to let families of students with disabilities and ELLs know that they are eligible to apply. It will meet with personnel in the Committee for Special Education and leave brochures they can share with appropriate families. The Lead Applicant and planning team members will also inform day care and Head Start Program directors of the support the school will provide for students with special needs and English Language Learners. The lead applicant and planning team have begun to research and compile a list of CBOs serving Special Education or ELL students in the area and local organizations serving Spanish speakers and Latin American immigrants. All these activities will provide the initial contacts with institutions in which to carry out recruitment activities.

The lead applicant and planning team will reach out to families who are traditionally less informed about unique educational opportunities – which include non-English speakers or with limited English proficiency, parents of children not in daycare, and people with limited education – through a variety of existing organizations in the neighborhood. With help from the Red Hook

Houses tenants association and the Red Hook Initiative (a social services non-profit), the founding team will make contact with families that are living within The Red Hook Houses. There are a variety of other organizations, such as local churches and civic groups that will provide avenues of outreach. Additionally, our own parent/community advisory committee includes Hispanic families who are liaisons to the Hispanic community. The school has already acquired a website domain and is preparing to launch it. The lead applicant will set up a Facebook page on the school.

So far, the lead applicant has addressed CEC15 and will address CB6 and Brooklyn Borough President Marty Markowitz with plans for the school. The lead applicant has also met with Sonya Hooks at the NYC DOE, and has had dozens of informal meetings throughout the community with parents, teachers, social service leaders, artisans, business owners and more.

Evidence of Demand: The enrollment projections for TRHCS are supported by the following:

Letters of support have been collected, two of which are Attachment 19, with the rest to be submitted during the public comment period.

Demand for high-performing public schools in District 15 is already strong and will only increase. According to the School Construction Authority's consultants, public school enrollment of kindergarteners in District 15 will jump by nearly 500 children from 2008 to 2012 – the year that TRHCS intends to open.^{xvi} According to data provided by the New York City Department of City Planning, *there were nearly 1000 more births in 2008 than there were in 2000 in District 15 (4821 up from 3832), a 26 percent increase.* As explicated in Part I Section C, every census tract in Red Hook and surrounding neighborhoods shows an increase in births, some dramatically.

There are two zoned schools in Red Hook, PS 15 and PS 27 (being replaced by PS 626, The Red Hook Neighborhood School). PS 27 has been phased out as a “failing” school, and test scores indicate the Neighborhood School is also struggling (in 2010, 19% of students met state ELA standards, and 16% met state math standards). After experiencing a drop in enrollment over the past decade, PS 15's pre-k program was oversubscribed in 2010 and enrollment for pre-k increased from 31 to 51 students in just two years. Despite a difficult past (the school is named after a Director who was shot while chasing after drug dealers), PS 15 has shown improvement in recent years and has received an A progress report from NYCDOE. While the school is not low-performing, state test scores are predominantly level 2, “approaching” grade level standards.

PAVE Academy is a K-8 charter school that currently shares space with PS 15. According to Spencer Robertson, the founder of PAVE, the school has focused almost exclusively on serving children in Red Hook and still has developed a waiting list. Mr. Robertson expects to admit 1 student for every 2.5 applicants in the 2011-2012 school year.

Nearby Brooklyn New School is a model for The Red Hook Charter School. Founded by a group of parents and teachers in 1987, the K-5 school has developed an in-depth integrated curriculum and project-based units of study and a strong school culture. Demand for this school is very strong. **For the 2011-2012 school year, BNS received more than 900 applications**, a very small fraction of which can be accommodated. Enrollment is by lottery, and the school already is operating overcapacity.

PS 29 and PS 58, two high-performing zoned elementary schools in nearby neighborhoods, are overcrowded and can no longer guarantee seats to children within the school zone. Families in

these nearby neighborhoods would happily take advantage of a well-founded, high-performing charter school.

More importantly, extensive discussions with families in Red Hook and surrounding neighborhoods have made it very clear that the desire for another school option is not in reaction to any one school, but to the problems that have plagued public education in New York and the United States for decades. The main issues are:

1. Parents are looking for high-quality public schools with a diverse student population. New York City Schools are some of the most segregated in the country.^{xvii} Yet 40 years of research shows conclusively that students who benefit the most from attending integrated schools are those from the lowest socio-economic status.^{xviii}
2. Parents are frustrated with school/DOE bureaucracy. Exhibit A is the specter of massive teacher layoffs in New York City's public schools based on seniority. Parents are looking to charter schools precisely because they are not hamstrung by such rules, and can be much more flexible and responsive.
3. Most importantly, parents want to see creative approaches to teaching and learning that take advantage of the best practices developed not just in the United States but abroad. While schools in the US focus on comparing test scores against each other, the fact is when compared to other industrialized nations, even the top performers at the best schools in the US are not doing as well as they should.

While TRHCS does not hold itself out as a solution to such global problems, the school will make every effort to meet these high demands.

F. Community Involvement

- TRHCS has been built from the ground-up on community involvement, beginning with a group of parents and teachers meeting informally to discuss school options nearly two years ago. Through those meetings, the vision for the school evolved to where it is today.
- The school is supported by the Southwest Brooklyn Industrial Development Corporation, which is working with the lead applicant to secure grant funding for facilities development. SBIDC will also be a liaison to its membership when the school is ready to develop in-depth project-based units of study.
- Most everyone on the planning team has some personal connection to Red Hook, as indicated in the biographies.

III. FINANCIAL PLAN

A. Budget Narrative: TRHCS's budget assumptions and projections have been developed on the basis of extensive review of other charter school budgets, discussions with founding board members, and advice from the New York Charter School Incubator. In addition to conservative financial planning that results in a surplus by the end of the first charter term, the main focus of the budget has been the implementation of a sound educational program, providing the staff and resources needed to accomplish our mission. To that end, the budget reflects:

- salaries for administration and staff that rise to competitive levels, thereby keeping expenses low initially but compensating experienced staff to stay at the school over the course of its founding charter term
- appropriate funding for SPED, ELL and other support services
- appropriate funding to develop project-based units of study with industrial, artisan and design professionals living and working in Red Hook, as well as utilizing the local environment (including the historic waterfront and the Red Hook Community Farm)
- in-depth professional development to retain experienced teachers and maintain high-quality instruction

- leasing a proper facility in Red Hook that accounts for build-out expenses, as DOE space is not available in District 15
- allocations for CREATE!, a unique arts non-profit that will work with TRHCS
- technology implementation that saves time by simplifying data collection, allowing teachers more time to collaborate and develop in-depth units of study

TRHCS's budget requires several key assumptions. Some of these are as follows:

- enrollment shall be fulfilled year to year at the levels expressed in the application
- teachers, administrators, and other staff shall be employed in the number and positions defined in the application
- costs of a leased facility are based upon preliminary negotiations with an intended property owner/representative
- insurance expenses are projected via a written estimate from an experienced broker;
- financial audit expenses are based upon estimates of financial members of the founding group
- professional development expenses are based upon comparative research; and
- no significant debt acquisition is anticipated

PRE-OPERATIONAL BUDGET

TRHCS's start-up phase is projected to run about 9-10 months from approval of the charter in Sept. 2011 through June 30, 2012. Expenses during this pre-opening phase will be minimal, as most everyone involved in the school is working on a voluntary basis. Grant funding that the school receives will be spent in order of priority: 1. recruiting students and staff; 2. expenses associated with convening our instructional staff to begin the process of developing our core curriculum along side project-based units of study; 3. minimal stipends to key staff working on the start-up plans for the school. The Board of Trustees is committed to actively participating during this start up phase (including purchasing its own insurance estimated at \$2500), offering services within their areas of expertise, including curriculum development, recruitment expertise, facilities development, communications and outreach.

Proposed board member Ann Mellow will be instrumental in developing a recruitment plan. She has worked in education in NYC since 1978 and has extensive experience with recruitment. Through her professional contacts TRHCS will have a substantial network to leverage for recruitment, particularly when it comes to identifying strong candidates for the position of Co-Director of Education. Additionally, the founding team includes four highly qualified and experienced teachers who are willing to volunteer their time, as they are eager to work at the school. For these reasons, TRHCS anticipates a modest expenditure on staff recruitment.

Our planning team as well as the parent/community advisory committee includes experienced graphic designers, web designers, and other professionals involved in community relations and communications. We will tap this expertise to develop student recruitment materials, including fliers, a website, postcards, presentations, etc. Costs for producing these materials will be the minimal cost of printing, as all design and production work will be done voluntarily. These expenses will be paid through a series of fundraisers (see below).

Planning and Start-Up grants. TRHCS planning team will apply for the following planning and start-up grants: The Walton Family Foundation, CSP Grant, and New York State Charter School Stimulus funding, if available. TRHCS has already applied for a \$35,000 Pre-Authorization Grant through the New York City Charter School Center. The planning team will also consider taking advantage of the NYCCC "Start Right" loan.

Additional fundraising: In addition to any grants that TRHCS receives, the planning team and the proposed Board of Trustees will hold a series of fundraisers in the neighborhood through our parent/community advisory committee. For example, a very successful restaurant in the neighborhood, Ft. Defiance, has already offered to hold fundraisers for the school, and other shop/business owners have pledged support. The lead applicant/proposed Co-Director of Administration, Lisa Chamberlain, has experience planning such events in previously held positions as an ED of a non-profit and in politics.

TRHCS can operate without additional fundraising after the start up year. The budget has been calculated without any additional funds, and with the assumption that we will be renting a space (see details on facilities below). TRHCS is able to reduce costs by lowering administrative salaries in the start-up years. If the school is able to obtain the grants listed above (or others that are not listed above), any additional funds will be used to increase professional development, hire a consultant to assist with systems implementation and other preparation for opening, and further develop project-based units of study with partners in the community.

BUDGET PROJECTIONS (YEAR 1 THROUGH YEAR 5)

Revenue: TRHCS assumes \$13,527.00 per pupil revenue from the NYC DOE, and a 0% growth in the per pupil funding rate. The total budget will be derived from student enrollment. We have projected adding two classrooms each year until the school is fully enrolled in Year 5. The school assumes a special education population reflective of the surrounding area and expects to receive corresponding funding to meet the needs of this population, conservatively predicting that 15% of our students will receive special education services less than 20% of the week, and 5% will receive SPED services more than 60% of the week. The budget is calculated using this percentage (based on information gathered from the district as a whole as well as two locally zoned schools). The School assumes 70% of its students will be eligible for free-and reduced-priced lunch, for Title I revenue purposes. The School anticipates securing e-rate, which will provide reimbursement on initial network setup, and telecommunications services such as Internet, phone and long distance.

Expenses: Instructional Staff is TRHCS's largest expense, emphasizing a commitment to attracting and retaining high quality, professional teachers and keeping the student/teacher ratio at no more than 12.5:1, and maintaining two educators in each classroom. The School's budget includes all necessary administrative and instructional staff necessary to support the School's educational program.

Professional Development: Professional development is extremely important to TRHCS. Therefore the school has dedicated \$35,000 in the first year for training teachers in Teacher's College Reading and Writing program as well as Singapore Math. The Director of Education, supported by the Instructional Coach, will be hired in part based on his/her ability to deliver professional development to teachers in a collaborative setting to implement project-based units of study, as well as developing and honing techniques of differentiated instruction. And TRHCS will also utilize modestly priced professional development materials in support of "Making Learning Visible." The budget also includes an allocation for CREATE!, which will provide hands-on professional development for our staff. The artist/educators at CREATE! have years of experience developing in-depth units of study that culminate with a performance or project.

Technology and office equipment: The School has budgeted \$30,000 for technology in the first year. This will cover the non-erate costs of computers, servers, software, and printers for teachers and administrators. The School will purchase one laptop per class for teacher use in the first

year. Starting in year 2, a laptop will be added for each new teacher, assistant, and learning specialist.

Additional computers will be purchased in year 3 to include children's use, including a laptop cart with 25 computers (\$25K). Computers will also be purchased for each administrator. Additional computers will be purchased for each new administrator and additional grade and teacher added. The School will budget an additional \$10,000 each year for further equipment needed to be purchased for administrative needs, and for necessary upgrades in the network. For the first two years, tech support will be on a contract basis. In the 3rd year, with the addition of computers for children and computer instruction, we will consider hiring a full time technology specialist for tech support and computer instruction. As detailed in our prospectus, TRHCS has budgeted \$3000 in the start-up year to implement student/teacher assessment tools provided by Innovation Teaching. Ongoing support and customization of this technology is funded throughout the five-year budget.

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

Other steps to be considered include: The School will look closely at the administrative costs and make cuts as needed wherever possible, including reducing administrative salaries to the extent possible. Payment to consultants will be delayed as much as possible, cutting back on services if necessary. TRHCS will consider enrolling an additional 10% above the projected enrollment in subsequent years if attrition is greater than expected. The board and Co-Directors will also consider utilizing a low-interest loan through lenders that serve charter schools, to cover costs until longer-term solutions are determined and implemented.

B. FINANCIAL MANAGEMENT: Systems and procedures for managing the school's finances

The DA has the ultimate responsibility for the management of the school's finances, and the Board will hold her accountable for all aspects of the financial management. The DA in turn works with the Operations Manager to coordinate the operations, as described below. TRHCS will work closely with board member Orray M. Taft to implement procedures to produce annual budgets and cash flow statements, beginning during the start-up phase. Ongoing monitoring will include comparing budgets to actual results of operations, requiring periodic fiscal reports and retaining a licensed certified public accountant (CPA) to audit and report on financial statements. The establishment of a strong system of internal controls, under the supervision of the DA and the Board, will ensure assets are protected, laws are complied with, and valid and reliable data are maintained and reported.

The DA and Operations Manager will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. The Board of Trustees will provide fiscal oversight. The school will provide various financial reports to the Board including, but not limited to, monthly budget status report, monthly cash reports, and quarterly statements. TRHCS intends to hire NYCSI to serve as consultants during the start-up and first year of operations to ensure that the financial management plan is properly implemented and the necessary oversight and controls are in place.

Financial Audit. In accordance with Education Law § 2851(2)(f), TRHCS will undertake programmatic and fiscal audits at least once annually. During the start up phase, the Operations Manager will work with board member Philip Hopkins to implement Innovation Teaching's software to create a detailed dashboard that will provide the Board with information on the school's progress and serve as a system for internal controls. It will include information entered by teachers, the Instructional Coach, Operations Manager, and Co-Directors. Information gathered and provided in these documents will inform classroom instruction and school-wide decision-making, including financial planning and personnel decisions. The financial information gathered and reported by the school will be the responsibility of the Operations Manager, under the supervision of the DA and the Finance Committee of the Board of Trustees.

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

Other Financial Oversight and Management Procedures

The school will develop and the Board of TRHCS will approve a Financial Policies and Procedures Manual that accounts for school's financial practices. The DA and the Finance Committee will review all completed financial reports at least monthly. An independent auditor will complete an initial statement of financial controls with information obtained during their visit and provided by the Operations Manager. Reporting and internal control. In order to maintain control over the financial services offered by outside accountants, the Operations Manager will conduct quarterly internal audits (including a random audit of financial transactions, review of files, etc.), and undertake a yearly review of financial policies and procedures and their implementation.

Payroll. The Operations Manager will keep a file of salaries and attendance for each employee and report information to the payroll company selected by the Board.

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

Purchasing Process

1. Identification: School staff identifies goods or services necessary to meet the educational, administrative, or operational needs of the school.
2. Requisition: School staff request, via a requisition, that the Operations Manager purchase the goods or services.
3. Order from Vendor: If funds are available, and the appropriate party (the DA or his/her designee) approves the purchase of the goods or services (e.g., consultants/contractors),

- then the Operations Manager processes the order by either: Purchase Order – to be used for every purchase where possible; School-Based Check – for purchases only from vendors who will not allow the school to order using a credit account or for goods whose costs cannot be specified in advance (e.g. food service bills, etc.); Employee Reimbursement – for approved, urgent expenses for which none of the above procedures are practical (e.g. travel); or Contract/Automatic Recurring Payment – for any service over \$500, specified in advance by contract (e.g. rent), or critical to the safe operations of the school (e.g. utility bills, phone bills).
4. Receive from Vendor: The Bookkeeper will be responsible for receipt of the goods or services. No vendor will be paid for goods or services until after the goods or services have been provided to the school.
 5. Paying Vendor: For Purchase Order, the vendor sends an invoice (bill) to the school Operations Manager. The Bookkeeper enters this information in the database. The Operations Manager promptly arranges payment for only those goods both ordered and received. The DA will sign all checks.

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

Fundraising. TRHCS does not anticipate needing a large fundraising program as our budget works on the student allocation. However, TRHCS will cultivate private funds through the Board of Trustees and community relationships. The school will use its website to accept donations, and set up a password-protected section of the website where donors and potential donors can access financial information related to the school's fundraising activities. To secure grants for specific project-based units or programs, the school will target foundations that have donated to charter schools and/or have a mission aligned with a particular idea. For instance, in a previous job, the lead applicant has been in contact with the Oram Foundation: The Fund for Environment and Urban Life, which has a strong educational component. The proposed DA will also cultivate new supporters in the private sector using the networks of the Board of Trustees. All accepted donations will be used for the purpose articulated by the donor and will be accepted only to the extent permitted by law.

Student and Financial Records: The Operations Manager shall coordinate the development of and oversee a program for the orderly and efficient management of records, and will have the authority and responsibility to develop and maintain TRHCS' records management program. Student records will be secured and a record access log will be kept indicating all persons who reviewed the information when and why in accordance with FERPA regulations.

Student Information. The school will maintain information on each student, including name, date of birth, names of parents or persons in parental relation; address where student resides; phone numbers where parents or persons in parental relation can be reached; date of enrollment; special education and Limited English Proficient enrollment. The Administrative assistant will record student's attendance using the NYCDOE ATS attendance codes. This information will be protected from access by anyone other than the Operations Manager, and the Co-Directors. TRHCS will not transfer student records to another school, organization, governmental entity or individual without the explicit prior consent of the student's parent and/or guardian, as required by FERPA.

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

C. FACILITIES NEEDS

Because the school is so closely tied to and aligned with the community of Red Hook, TRHCS is looking for space in Red Hook and will not consider opening elsewhere. Additionally, because there has been tension in the community around shared space, the founding team has planned from the outset to locate in private space. To that end, we are pursuing two private space options at once.

Option One: Work with partners to create a permanent space: We are working with The O'Connell Organization, one of the largest developers and land-owners in Red Hook. The planning team is pursuing partnerships to develop a mixed-use project on land owned by The O'Connell Organization in conjunction with The National Development Council, the nation's largest non-profit development company, which has extensive experience developing both mixed-use projects as well as stand-alone charter schools. The lead applicants has had preliminary meetings with Executive Director of NDC, who has expressed interest in working with The O'Connell Organization to develop a property with the school as an anchor tenant. This plan would require a temporary space, which we have identified below as temporary or possibly permanent, should this above plan prove elusive.

Option Two: Lease a space for short-term or long-term use. While we pursue a development project, we are also looking at leasing space in the neighborhood. We are discussing this possibility with the owners of 80 Richards Street, a former industrial building that is now a low-use warehouse. The lead applicant has toured the site with a broker and preliminary findings indicate this would be quite suitable in terms of square footage, egress, access to transportation, etc. The property owners are already familiar with charter school build-outs, as they have undertaken one in a nearby neighborhood. To that end, they are amenable to allowing the school to be built out over the five-year growth phase and amortize the cost of a build-out in the lease. We expect to hold down the cost per square foot in the start-up years. ***We have signed a letter of intent with a representative of the property owner to begin lease negotiations as soon as the school's charter is approved. This letter is Attachment 18.***

As recommended by Board member Jill Crawford – VP at Civic Builders, the largest non-profit charter school developer in the Tri-State region – TRHCS assumes that the space needs are about 80-100 square feet per child. Thus, in our opening year we will require 10,000 square feet of space. The build-out plan would add an additional 5000 square feet per year through year 4, reaching full capacity of 25,000 square feet by year four (a year ahead of schedule). The space under consideration at 80 Richards Street would be ideal for the school, as it not on a busy street yet is easily accessible by both bus and auto (the B61 bus stops less than a block away, the building is a few blocks from an entrance/exit ramp to the BQE). The second floor is where the school is considering locating, which has both elevator and stairway access. Egress is plentiful. The space itself would dovetail nicely with the mission of the school, as large windows overlook the variegated landscape of Red Hook. There is also a city park and playground directly across the street. (TRHCS will work with the Parks Department to ensure the park is used appropriately, and if necessary, the school will hold fundraisers to provide additional resources for its upkeep.)

By year one, four classrooms accommodating 25 students each will be completed, along with necessary administrative space, and most other common-use spaces. Additional classroom and

administrative space will be added in phases. Architecture and engineering assistance will be provided pro bono through the proposed DA's professional connections (she has covered real estate for The New York Times and run a non-profit whose membership includes architects, engineers and developers). The build-out will be simple and the space will retain much of its industrial character in keeping with the school's mission of incorporating Red Hook's industrial past and artisanal future into the curriculum.

D. Transportation: TRHCS students who are eligible for transportation under §2853(4)(b) and §3635 of the Education Law, will receive daily transportation, including days that extend beyond the DoE's 180 days. On days that TRHCS is in session when the District is not in session, the school shall seek arrangements with the District to provide transportation, at cost, pursuant §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements with a private contractor. Based on CSD 15 preference and the accessibility of Red Hook, we anticipate most of our students living within the surrounding community. The school will not provide supplemental transportation to students ineligible for transportation under §3635 of the Education Law. Parents and guardians of students ineligible for said services shall be responsible for providing transportation.

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

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

E. Food Service: Initially, TRHCS will contract with SchoolFood for breakfast and lunch. We anticipate that 70% of our students will be eligible for free or reduced lunch, based on CSD 15's statistics. The school will adhere to all applicable program requirements including, but not limited to: meal pricing, determination of eligibility, and reporting requirements. TRHCS believes that health and nutrition play an important role in educating the whole child. To this end, we plan to eventually develop our own program to teach children how to prepare their own healthy food, which will hopefully include growing food at The Red Hook Community Farm.

F. Insurance: The planning team has received an estimate from Arthur J. Gallagher Insurance Brokers Inc., which has worked with many charter schools around the country and in New York. The proposal lists coverage for: General Liability, Workers Compensation, Employee Benefits Liability, Automobile Liability, Umbrella/Excess Liability, Employment Practices Liability, Educators Legal Liability, School Board Errors & Omissions (Directors and Officers), Sexual Misconduct Liability, Crime/Fidelity coverage, Property/Lease and Boiler Coverage, Student Accident Coverage. The estimated costs for this coverage is included in the budget.

G. Pre-Opening Plan: During the post-application phase, and prior to opening the school, the tasks listed below will be completed by the proposed Director of Administration, and the as yet unnamed Director of Education, Instructional Coach, and Operations Manager, with the collaboration of a Planning Team (PT) and strong oversight from members of the Board of Trustees, and other professionals who have collaborated during the application process.

TASK	DATE	RESPONSIBLE PARTY
EDUCATION:		Oversight by Ann Mellow
1. Assessment	June-August	DE
2. Curriculum	Jan.-Aug.	DE, IC and PT
• Outreach to community on PB units	Sept-June	DA and PT
• Develop project-based units	July-Aug.	DE, IC and PT
• Acquire and Develop ELA/MATH materials and align with CCSS	March-June	DE, IC and PT
3. Instructional Program		
• Evaluation system for teachers	March-June	DE, IC with PT
• Create PD Plan	March-Aug.	DE, IC with PT
4. Special Education		Oversight by Batya Novick
• Develop SPED/ELL/At-Risk Plan	March-Aug.	DE, IC with PT
COMMUNITY ENGAGEMENT		Oversight by Bill Solomon
• Contact political/community leaders	Ongoing	DA, PT
• Parent education/information sessions	Oct-April	DE, PT
STUDENT RECRUITMENT/ENROLL.		
• Promotion/application materials	Jan.	DA, DE, PT
• Community outreach	Ongoing	DA, PT
• Plan Lottery	Feb.-March	DA, DE, PT
DEVELOPMENT	Sept.-Aug.	Oversight by Board
1. Grants		
• Set up oversight system	Jan.-Feb.	DA
• Research/apply for program grants	Sept.-Aug.	DA, PT
2. Fundraising	Sept.-Aug.	DA, PT
FACILITIES	Ongoing	Oversight by Jill Crawford
• Location scouting	Ongoing	DA
• Negotiate/sign lease	Sept.-Oct.	DA
• Prepare build-out plans	Oct.-Jan.	DA
• Oversee build-out	Jan.-June	DA
• Apply for CofO	March	DA
• Take possession	July	DA
FINANCE		Oversight by Mike Taft
• Policy and procedures manual	Feb.	DA, PT
• Purchase insurance for Board	Sept.	Board
GOVERNANCE		Oversight by Chair of Board
• Board calendar	Sept.	DA
• Develop performance dashboard	Jan.	DA, PT
HUMAN RESOURCES		Oversight by Ann Mellow
• Recruit IC, OM, teachers and staff	Sept.-April	DA, DE, PT
• Employee Manual	March	PT, Board
Key Hires		
• DE (commitment, July start)	Jan.	Board with input by DA
• OM (commitment, July start)	April	DA, IC, Board
• Teachers (commitment, July start)	March-June	DE, IC, Board
LEGAL		Oversight by LAWYER
• Adopt/Implement By-laws/ethics	First mtg	Board

OPERATIONS		Oversight Philip Hopkins
• Submit e-rate requirements	April	DA, OM
• Title 1 planning	April	DA, OM
• Finalize internal school systems	May-June	DA, OM
• Classroom/office equipment, furniture	May-June	DA, OM
• Coordinate move-in/set-up	July-Aug.	DA, OM
• Plan management and technology	May-June	DA, OM
• Implement network/technology	July-Aug.	DA, OM

Attachment 1: Roster of Key Contacts

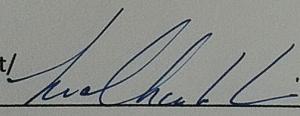
Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Lisa Chamberlain	Lead applicant/proposed Co-Principal of Administration
Ann Ledo-Lane	Planning team/proposed Instructional Coach/Learning Specialist
Erica Davis	Planning team/consultant
Shira Weinert	Planning team/proposed teacher
Public school teacher (anonymity requested)	Planning team/proposed teacher
Ann Mellow	Proposed Board Member
Orray M. Taft	Proposed Board Member
Philip Hopkins	Proposed Board Member
Jill Crawford	Proposed Board Member
Bill Solomon	Proposed Board Member
Steven LaMorte	Proposed Board Member
Batya Novick	Proposed Board Member
Joshua Klaris	Consultant

Attachment 2: Certification Statement

Proposed Charter School Name The Red Hook Charter School
Proposed School Location (District) (15)

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the 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 an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

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

Signature of Lead Applicant/
Authorized Person  Date 3/30/11

(Please label the copy that has original signatures)

Print/Type Name LISA Chamberlain

Address 373 Van Brunt St.

Daytime Phone: 917.691.7020 Email: lisacchamberlain@gmail.com

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:15	8:30-9:00 and daily math routines 9:00-9:15 Fundations Phonics routine	8:30-9:00 and daily math routines 9:00-9:15 Fundations Phonics routine	8:30-9:00 and daily math routines 9:00-9:15 Fundations Phonics routine	8:30-9:00 and daily math routines	8:30-9:00 and daily math routines 9:00-9:15 Fundations Phonics routine
9:15-10:00	Reading Workshop: Shared Reading and mini-lesson (9:15-9:30) Independent Reading and Guided Reading (9:30-10:00)	9:15-10:15 Math Mini-lesson Independent/Partner/Gro up Work Sharing/Processing meeting	Reading Workshop: Shared Reading and mini-lesson (9:15-9:30) Independent Reading and Guided Reading (9:30-10:00)	9:00-10:00 Math Mini-lesson Independent/Partner/Gro up Work Sharing/Processing meeting	Reading Workshop: Shared Reading and mini-lesson (9:15-9:30) Independent Reading and Guided Reading (9:30-10:00)
10:00-10:45	Dance	10:15-10:30 Handwriting Lesson 10:30-10:45 Read Aloud connected to writing instruction	Writing Workshop Mini-lesson (10:00-10:15) Independent writing and Guided Writing (10:15-10:45)	Health studies and Social Emotional Learning	10:00-10:30 Interdisciplinary Study
10:45-11:30	Writing Workshop Mini-lesson (10:45-11:00) Independent writing and Guided Writing (11:00-11:30)	Writing Workshop Mini-lesson (10:45-11:00) Independent writing and Guided Writing (11:00-11:30)	Interdisciplinary Study	Reading Workshop: Shared Reading and mini-lesson (10:45-11:00) Independent Reading and Guided Reading (11:00-11:30)	10:30-11:30 Math Mini-lesson Independent/Partner/Gro up Work Sharing/Processing meeting
11:30-12:15	Interdisciplinary Study	Reading Workshop: Shared Reading and mini-lesson (11:30-11:45) Independent Reading and Guided Reading (11:45-12:15)	Art	11:30-12:00 Handwriting Lesson 12:00-12:15 Fundations Phonics routine	Music
12:15-1:15	Lunch and Recess (30 minutes for eating and 30 minutes for play)				
1:15-2:00	1:15-2:15 Math Mini-lesson Independent/Partner/Gro up Work Sharing/Processing meeting	P.E.	1:15-2:15 Math Mini-lesson Independent/Partner/Gro up Work Sharing/Processing meeting	Writing Workshop Mini-lesson (1:15-1:30) Independent writing and Guided Writing (1:30-2:00) Sharing (2:00-2:15)	Writing Workshop Mini-lesson (1:15-1:30) Independent writing and Guided Writing (1:30-2:00)
2:00-2:45	2:15-2:45 Worktime that included experiments or art activity connected to interdisciplinary study, block building, handwriting activities, reading games or math games	Interdisciplinary Study	2:15-2:45 Worktime that included experiments or art activity connected to interdisciplinary study, block building, handwriting activities, reading games or math games	2:15-2:45 Guided Social games in the school yard	2:15-2:45 Worktime that included experiments or art activity connected to interdisciplinary study, block building, handwriting activities, reading games or math games
2:45-3:00	Pack-up and Read Aloud connected to Interdisciplinary study	Pack-up and Read Aloud connected to Interdisciplinary study	Pack-up and Read Aloud connected to math instruction	Pack-up and Read Aloud connected to reading instruction	Pack-up and Read Aloud connected to reading instruction
3:00-4:00	Staff Meeting and/or Professional Development for Teachers	Extended Day Support from 3:00-3:30 for small percentage of students	Extended Day Support from 3:00-3:30 for small percentage of students	Extended Day Support from 3:00-3:30 for small percentage of students	

Attachment 3: Sample Kindergarten Schedule

Attachment 4

Sample Yearly Calendar for The Red Hook Charter School

August 2012		March 2011	
8/20 – 8/31	Full Faculty Training & Development	4-8	Benchmark Assessments
26	School Orientation	13	School Closed for Students
			Teacher Professional Development Day
		29	½ Day for Students
			Teacher Professional Development
September 2010		April 2011	
3	Labor Day – School Closed	1	New Student Applications Due
4	First Day of School	8	New Student Lottery
17	Rosh Hashanah (School Closed)	8	Cycle 3 Ends
20-24	Student Baseline Testing	12	½ Day for Students
26	½ Day Professional Development		Teacher Clerical Day
28	Open House/Back to School Night	18-26	Spring Break – SCHOOL CLOSED
		26	Teachers Return from Spring Break
			Professional Development Day
			Grade Due
		27	Students Return from Spring Break
		29	Report Cards Mailed
October 2010		May 2011	
8	Columbus Day – SCHOOL CLOSED	4-6?	NYS ELA Testing Days
24	½ Day Professional Development	11-13?	NYS MATH Testing Days
29-31	Benchmark Assessments	18	Parent-Teacher conference day
		27	Memorial Day – SCHOOL CLOSED
November 2010		June 2011	
6	Election Day (School Closed for Students)	24	Cycle 4 Ends
	Teacher Professional Development Day	26-28	½ Days for Students
12	Veteran’s Day – SCHOOL CLOSED		Teacher Clerical Days
17	½ Day for Students	28	Last Day of School for Students
	Teacher Clerical Day	7/1	Building Open for Teachers
21	½ Day, Building Closes at 2pm	7/8	Report Cards Mailed
	Grade Due		
22-23	Thanksgiving Break		
26	Return from Thanksgiving Break		
30	Reports Cards Mailed		
December 2010			
6	½ Day for Students (12pm dismissal)		
	Parent Teacher Conferences (1pm – 6pm)		
24	Winter Break Begins		
January 2011			
2	Teachers Return from Winter Break		
	Full Day Professional Development		
3	Students Return from Winter Break		
7-11	Benchmark Assessments		
21	Martin Luther King Holiday (School Closed)		
30	½ Day for Students		
	Teacher Clerical Day		
February 2011			
1	Cycle 2 Ends		
4	Parent Teacher Conferences (8am – 6pm)		
	Report Cards Pick Up @ School		
	School Closed for Students		
18-22	Winter Break – SCHOOL CLOSED		
25	Return from Winter Break		

**ATTACHMENT 5:
BY LAWS OF THE RED HOOK CHARTER SCHOOL
(An Education Corporation) - 8/10**

ARTICLE I

Name and Policy

Section 1.01. Name. The name of the education corporation is The Red Hook Charter School ("TRHCS").

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

ARTICLE II

Board of Trustees

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

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

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

Section 2.04 Initial Trustees. The initial Trustees (the "**Initial Trustees**") are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2012, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

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

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

Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death,

resignation, removal, or an increase in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of TRHCS faithfully and effectively. No employee of TRHCS shall be eligible to be nominated or serve as an Elected Trustee.

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

Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees.

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

Section 2.07. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

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

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

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

in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

Section 2.08. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of TRHCS have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of TRHCS. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of TRHCS. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the school result in a conflict of interest with any members of TRHCS Board of Trustees, these Board members will recuse themselves from voting upon these matters.

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

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

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

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

Section 2.15 Evaluations. Evaluations of the Co-Directors shall be conducted by the Executive Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Executive Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of

Trustees, preferably in the middle of the school year. On-going informal assessments of the Co-Directors and the board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

ARTICLE III Committees

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

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

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee.

Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee, which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee’s powers are advisory to the Board of Trustees.

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

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

Section 3.10. Education Committee. The Education committee shall consist of no less than three members. The Education Committee shall be responsible for evaluating whether TRHCS is

adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the DE to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants.

ARTICLE IV

Officers

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

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

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

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

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

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

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

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

Section 4.09. Co-Directors. The Co-Directors shall be the chief administrative/educational officers of TRHCS. They shall be appointed by the Board of Trustees and shall exercise control over the affairs of TRHCS, subject to the supervision of the Board of Trustees.

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

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

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

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Co-Directors, or Treasurer. Such items for amounts of \$10,000.00 or greater must be signed by two of these individuals.

ARTICLE V

Miscellaneous Matters

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

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

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

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

Section 5.05. Indemnification. To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, TRHCS shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of TRHCS's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The TRHCS, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise. TRHCS may maintain insurance, at its expense, to protect itself and any person described in

subsection (a) against any expense, liability or loss, whether or not TRHCS would have the power to indemnify such person against such expense, liability or loss under applicable law.

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

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

**ATTACHMENT 6:
CODE OF ETHICS
THE RED HOOK CHARTER SCHOOL**

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

Therefore, every officer and employee of The Red Hook Charter School, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or an other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

2. *Confidential information:* An officer or employees shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board:* An officer or employer shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

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

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or services creates a conflict with or impairs the proper discharge of his or her official duties.

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

Distribution of Code of Ethics

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

Penalties

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

Attachment 7: Resumes

Ann Mellow



Areas of interest: Independent school leadership, governance, and operations; school culture, mission and identity; faculty growth and professional practice; change management; parenting and child development; social justice, community service, and inclusive communities

PROFESSIONAL EXPERIENCE

Associate Director, National Association of Episcopal Schools, New York NY (2008-present)

The National Association of Episcopal Schools (NAES) is a voluntary membership association of approximately 400 Episcopal schools across the preschool through secondary levels. The Association focuses on Episcopal school leadership, governance, and identity; promulgates best practices; hosts workshops and conferences; and develops print and web-based resources.

Responsibilities include:

- Developing print and web-based resources
- Authoring articles, monographs, and Principles of Good Practice
- Consulting with member schools on issues of governance, school culture, and leadership; chapel and worship; leadership transitions; school operations and management
- Leading board and vestry workshops on governance, school establishment and start-ups, and Episcopal identity

Interim Director, New York Interschool Association, New York NY (2007 –2008)

A consortium of Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity, Interschool's mission is to facilitate collaboration among its member schools.

Responsible for overall program and business operations, including budget and annual audit.

- Led meetings and activities of inter-school groups such as heads of school, division heads, assistant heads, business managers, department chairs
- Supervised and executed the Faculty Diversity Search, a recruitment program for faculty of color and other under-represented minorities on behalf of the Interschool members and 20 additional NYC independent schools funded in part by the Altman Foundation

Head of School, St. Luke's School, New York NY (1995-2007)

200-student Pre-Kindergarten – Grade 8 co-educational Episcopal parish day school with a five-person administrative team and faculty/staff of 35. Responsible for all aspects of program, staff, operations, facilities, budget and finance, and planning.

Highlights:

- Strengthened school operations through mission-driven best practices; clear communication of the School's culture, mission, and programs to all constituencies; and institutional structures for sustained educational and financial strength
- Delivered consistently balanced budgets; created and grew both operational reserve and endowed funds
- Worked with Board of Trustees to strengthen governance and professional practice, including revised By Laws, strategic planning, annual goal-setting for Head and Board, clarification of the scope and purpose of Board Committees, and key Board policies

- Refocused and clarified the school's branding and identity including logo, view book, newsletter, and website
- Sustained school-church relations with The Church of Saint Luke in the Fields; coordinated shared space; negotiated shared expenses; reported annually to parish; led parish parenting workshops; contributed to parish newsletter; collaborated on long-range plan
- Strengthened and professionalized development office practices; significantly increased annual and capital fundraising; initiated capital campaign
- Developed and implemented a comprehensive plan for facility refurbishment
- Implemented a multi-year program to increase faculty salaries and revised faculty salary scale
- Instituted a professional-growth oriented faculty evaluation system tied to mission-specific criteria of teaching excellence
- Aligned the faculty committee system with defined annual goals
- Instituted curriculum mapping to document, analyze, and align academic program
- Implemented a parent education program and parent Diversity Committee

1992-1995 Head of Middle School, Poly Prep Country Day School, Brooklyn NY

1990-1992 Head of Middle School, The Chapin School, New York NY

1982-1989 History Teacher and Grade 7 & 8 Dean, Poly Prep Country Day School, Brooklyn NY

1981-1982 History Teacher, Berkeley Institute, Brooklyn NY

1978-1981 History and Dance Teacher and Dorm Resident, Garrison Forest School, Garrison MD

PROFESSIONAL ACTIVITIES

Current

Planning Committee, Children's Storefront Urban Education Symposium
 Facilitator and presenter, NYSAIS Professional Development Liaisons Workshop
 Trustee, Saint David's School
 Member, NYSAIS Professional Development Committee

Previous

Trustee, New York State Association of Independent Schools (NYSAIS)
 President, New York Guild of Independent Schools
 Director, NYSAIS Experienced Teachers Institute
 Chair, NYSAIS Decennial Accreditation Committee, Westbury Friends School
 Chair, NYSAIS Decennial Accreditation Committee, St. Peter's By-the-Sea Day School
 Co-Chair, NYSAIS Decennial Accreditation Committee, Riverdale Country School
 Faculty Member, NYSAIS Beginning Teachers Institute
 Facilitator, NYSAIS Department Heads Workshop
 Facilitator, NYSAIS New Heads Workshop
 Trustee, The Caedmon School

EDUCATION

Ed. M Harvard University, A.B. Middlebury College
PERSONAL: Married; US Citizen

Orray M. Taft FRM

PROFESSIONAL EXPERIENCE:

Federal Reserve Bank of New York - (May 2006 - Present)

Cross Market Monitoring - Senior Trader – (Present)

- Identify and analyze relationships across global fixed-income, equity, alternative assets, and currency markets to explain price action and impact for monetary policy
- Analyze and report on market trends and functioning to senior Bank officials, the Federal Open Market Committee, and Federal Reserve Bank Presidents
- Present high-frequency oral and written briefings to the President of the Federal Reserve Bank of New York and other senior management, highlighting recent market developments and potential relevant issues that may impact monetary policy strategy
- Develop and maintain relationships with traders, strategists, portfolio managers and other market participants to glean insight into the predominant factors currently driving portfolio positioning and asset pricing

Domestic Money Markets - Senior Trader – (Present)

- Lead the implementation of monetary policy through planning and execution of temporary open market operations, daily discussions with FOMC, Federal Reserve Board officials, and Federal Reserve senior management
- Provide analytical reports and recommendations to Federal Open Market Committee and Federal Reserve Board members on capital market and operational activities
- Co-lead on strategy and development of System Open Market Account portfolio management system
- Built proprietary applications in Excel with Visual Basic to assist in execution of monetary policy directives
- Primary analyst for a Federal Reserve liquidity program during financial crisis, including analyzing and reporting on participation and providing recommendations for future program direction

Central Bank and International Account Services - Assistant Manger (May 2006 – February 2008)

- Managed a staff of seven analysts across two operational sites, with responsibility for over 250 foreign central bank accounts
- Conduct research on foreign central bank accounts for dissemination to senior officers and FOMC members
- Analyze foreign central bank balance sheets for insight into monetary policy initiatives
- Manage daily liquidity for foreign central banks, including trading, payments, overdrafts, security settlement, and performance reports

Amalgamated Bank - New York, New York (June 2003 - April 2006)

Investment Management Group - Assistant Vice President

- Aided portfolio managers in construction of cash-flow based models for estimation of risk exposure on fixed income portfolios

- Conduct portfolio analysis on equity and fixed income funds, explaining under and over performance to portfolio managers, trust committee, and clients both in presentation and text
- Implemented and managed AIMR GIPS standards for Asset Management division for 20 separately managed and commingled funds
- Responsible for all cash management activities for 200+ accounts including; wire transfers, raising of cash, monitoring of cash balances, benefit payments
- Daily interaction with consultants and clients, delivering reports and projects such as asset allocation studies, performance measurement reports, cash flow and investment forecast models, and additional ad hoc requests
- Working knowledge of all Trust operations, including; trade settlement, securities lending, global currency management, client statement rendering, and client service relations
- Managed cross functional group of 10 employees, developed and implemented \$100 million International Value Equity fund
- Lead manager in implementation of Sungard's Xamin analytical software application, as well as supporting managerial role of implementation of Sungard's Global Plus system

Private Equity Group - Due-Diligence/Manager Research

- Assisted in implementation of \$600 million fund-of-funds vehicle for Taft-Hartley market
- Performed Due-Diligence on GP's and fund-of-funds through on-site meetings and manager search applications
- Research strategies include Hedge Funds, Buyouts, Mezzanine, Venture Capital, Secondaries, and International Private Equity as well as structured strategies including CDO's, ABS, and MBS, and the requirements of Basel Accord
- Designed, built, and maintained database for manager research and performance measurement of current and potential GP's and fund-of-funds vehicles

R.V. Kuhns & Associates - Portland, Oregon and New York, New York (Jan 00 - May 03)

Investment Analyst Group - Manager

- Responsible for Investment Analysts, Production Department, and Data Entry positions, totaling 30+ employees
- Utilized numerous analytical programs to give quantitative and qualitative recommendations to aid in selection of traditional and alternative asset managers for Endowments, Foundations, Taft-Hartley, and Public Funds
- Conduct quantitative asset allocation models on client portfolios and presented results to investment board
- Restructured analyst group to create team-based self-managed groups increasing reporting efficiency and decreasing reporting errors

EDUCATION:

New York University, New York, NY
Leonard N. Stern School of Business

Master of Business Administration, Finance Concentration, May 2006

University of Oregon, Eugene, OR

Lundquist College of Business

Bachelor of Arts in Business Administration, Finance Concentration and Economics Minor, June 1998

ADDITIONAL:

Global Association of Risk Professionals, Financial Risk Manager (FRM) charter holder

Level II candidate in Chartered Alternative Investment Analyst (CAIA) program

Passed level 1 of the CFA program, with intent to continue with program after completion of CAIA

Proficient in Visual Basic programming

Jill Crawford

Vice President of Design & Development, CIVIC BUILDERS, INC.

Civic Builders, Inc., Vice President of Design & Development, 2010-Present
Senior Project Manager, 2004-2010

Civic Builders is a nonprofit facilities developer that provides turnkey real estate solutions for high performing charter schools in New York City and Newark, New Jersey.

- Overseeing teams responsible for due diligence and design for all new projects;
- Completed projects creating more than 1,800 seats in over 200,000 square feet of new educational space for some of NYC's most underserved K-12 students;
- Currently overseeing approximately 250,000 square feet under development representing nearly \$200 million in educational investments by the City of New York and private philanthropists.

New York Landmarks Conservancy, Program Manager
Upper Manhattan Historic Preservation Fund, 2001 – 2004

The Upper Manhattan Historic Preservation Fund (UMHPF) was a \$4 million grant and loan program that sponsored restoration and capital improvements to historic houses of worship in Harlem.

- Oversaw all aspects of 29 restoration projects including architect, engineer and contractor selection; scope of work definition; review of construction documents, contracts, requisitions and change orders; monitoring project budgets and schedules; and working with building owners to secure additional funding;
- Review new applications, conduct site visits and prepare supporting material to present prospective projects to the UMHPF Funding Committee; act as liaison to funders and government agencies;

Milton D. Frank Architectural & Historic Renovation, Exterior Restoration Crew, 1999 – 2001

- Worked on crew specializing in exterior restorations of historic homes in Annapolis, Maryland.

NOW Legal Defense & Education Fund, Program Associate
National Judicial Education Program to Promote Equality for Women & Men in the Courts, 1997 – 1999

NJEP is an award-winning project that provides training for state and federal judges about the ways in which gender bias undermines fairness in decision-making and court interactions.

- Collaborated with program director on successful proposals for over \$1 million in funding; drafted, edited and produced judicial education curricula and training materials; wrote annual reports and web content (www.nowldef.org);

- Organized national summit of federal and state judges; Presented NJEP's strategy to the Annual Conference of the National Association of Commissions on the Status of Women 1998.

New York City Gay & Lesbian Anti-Violence Project, Crisis Hotline Counselor, 1996 – 1998

- Provided crisis intervention counseling on volunteer-staffed 24-hour crime victims' hotline.

Women's Environment & Development Organization (WEDO), Program Associate, 1996 – 1997

WEDO is an international nonprofit women's rights advocacy organization.

- Organized Women's Caucus meetings at the UN Conference on Human Settlements (Istanbul, June 1996), the World Food Summit (Rome, November 1996) and the UN Commissions on the Status of Women and Sustainable Development (New York, 1996-97);
- Researched and edited "Beyond Promises: Governments in Motion One Year After Beijing," a report on implementation of government commitments at the 4th United Nations' World Conference on Women.

Education

- CORO Leadership NY XVIII, 2008
- RESTORE, Masonry Conservation Techniques, 2002
- St. John's College, Masters of Liberal Education, 2001
- Vassar College, Bachelors of Art *cum laude*, Urban Studies, 1995

PHILIP HOPKINS

SUMMARY

Quality Assurance Manager with fifteen years of experience testing, creating and governing QA departments, implementing both automated and manual testing, overseeing process improvements, and demonstrating strong Return on Investment on all activities. Domain specialist in testing for financial systems, with three years focusing on commodities and derivatives trading, and three years with other product areas, including equities and fixed income. Experienced with front office, risk management and back office systems. Leader of international teams collaborating with business users, developers, operations, audit, and support to reduce risk. Project Management Professional (PMP) with full SDLC experience including technical design, development, release management and quality assurance testing. User-facing technologist with polished communications skills, advanced governance techniques (samples available), and dedication to the field.

SKILLS/CERTIFICATIONS

Certifications: Project Management Professional (PMP)

Platforms: Solaris, Linux, Windows XP

Application Servers: Jboss, Weblogic, Tomcat

Languages: Java, PERL, ASP, shell scripting

Database: DB2, Oracle, MS SQL, MySQL

Testing Tools: QuickTest Pro, WinRunner, LoadRunner

PROFESSIONAL EXPERIENCE

Morgan Stanley, New York, NY 2006 - Present

Quality Assurance Manager: Transformed testing group into an end-to-end Quality Assurance department. Currently leading team of 24 QA analysts, a mix of New York-based full time staff and India-based consultants, all testing market and reference data applications. The systems serve the Firm's needs for regulatory compliance, market and product data, client and account data, and other types. Responsible for validating test cases and plans, development of automated quality assurance tools. PERL and shell used for stored proc, XML, SOAP and other back-end test harnesses. QuickTest Pro used for GUI automation, in a CVS source-controlled approach. Governance features include ROI calculation, extensive metrics, management dashboards, and process improvements such as Six Sigma concepts and movement from CMM Level 1 to Level 3 during my tenure. Hiring/firing, mentorship, and management of multiple projects simultaneously.

- Managed budget of \$3 million a year for people and hardware/licenses
- Saved Firm average of \$1 million per month in high-severity defects caught before reaching production. In some cases, outages prevented through testing would have cost Firm much more.
- Faced clients on business side of Firm in London, Tokyo, and New York handling testing requests for market, product, client and accounts data
- Initiated data masking approach for PII (personally identifying information)

Sakonnet Technology, Inc., New York, NY 2003 - 2006

Quality Assurance Manager: Led team of 18 QA analysts testing straight-through-processing for energy trading / risk management software with clients in US and Europe. Examination of front, middle and backoffice technologies, including knowledge of VaR, Greeks, and other concepts. Managed testing, development of automated quality assurance tools. WinRunner and QuickTest Pro used for automation, in a CVS source-controlled, CMM level 3 approach.

- Interacted with users and developers in Germany, London, Rio, and Sweden to obtain signoff, organize demos, and create user-system agreement
- Transformed department from CMM level 1 to CMM level 3
- Creation of automated testing application in QuickTestPro, saving 50% manual effort per round
- Hiring/firing, mentorship, and scheduling of ten resources across multiple projects simultaneously

JPMORGAN CHASE, New York, NY 2001 – 2002

Quality Assurance Lead (Consultant): Led team of analysts through specifying requirements for rapid-prototype C++/Java 2EE/Websphere/XML projects on mission-critical securities, cash, fixed-income and derivatives custodial system. Heavy interaction with Egate, FIX protocol. Had significant interaction with departmental users and business analysts. Management of communications and projects globally with site specific and off-shore teams and third party contractors.

- Captured requirements from Deutsche Bank and Bank of New York customers, translated to system specifications, including object and data model, and deposited in proprietary database
- Coordinated test teams in London, Hong Kong and Frankfurt to obtain approvals and user-system agreement
- Created test cases based on real-world scenarios and business specifications, with test messages in XML and resulting in greater coverage and 50% increase in issues detected
- Programmed configurable test harness application using Java, Perl, Korn shell scripts to parse FIX, interact with IBM MQ, automatically compare outcome for thousands of messages against database. Improved testing efficiency three-fold, freeing two team members for other tasks

LPT Technologies New York, 1996-1999, and 2002-2003

Manager of Quality Assurance (Consultant): Position at consulting firm managing group of six engineers through planning and testing for financial applications (program trading, derivatives, and cash equity and fixed-income) departments at Fortune 100 financial firm, and project at largest website worldwide (yahoo.com).

- Was recruited to manage two major accounts: responsible for staffing team, creating project plan, managing execution and reporting of all testing for two major accounts, using Rational TeamTest and custom tools
- Executed tests with WinRunner, created custom test scripts to cover functionality not tested in GUI
- Created custom test tool in Perl and SQL with Korn shell scripts to test program trading application

Winstar Communications Incorporated New York, NY 1999 - 2001

Senior Technical Manager: Technical team leader managing five programmers and two QA analysts for software consulting company serving financial clients. Brought team from CMM1 to CMM3, developed technical specification and programmed online stock portfolio-management system in Perl, C++ and Visual Basic, and led testing of major systems in LoadRunner, WinRunner, Perl and Java.

- Specifying, object- and data-modeling, and coding first online dividend-reinvestment system in the world for Fortune 100 client
- Developing specifications for online trading marketplace specification for fixed-income instruments
- Coded Visual Basic 6 COM objects to manage financial transactions with transaction clearing database for Fortune 100 insurance/financial client
- Migrated large-scale Visual Basic 6 Intranet to J2EE for Human Resources, Accounting, and Knowledge Management functions for largest online non-profit site
- Managed team of eight other engineers to deliver objects encapsulating business functions and requirements

EDUCATION

UNIVERSITY OF CALIFORNIA, Los Angeles, CA
BA (Cum Laude)

Batya Novick, LMSW

EDUCATION

Ackerman Institute for the Family, New York, NY, 2008-2010

Core Curriculum Training: Foundations in Family Therapy and Live Clinical Supervision

Columbia University School of Social Work, New York, NY, 2004

Master of Science in Social Work, Concentration: Family, Youth and Children

Goucher College, Baltimore, MD, 2000

Bachelor of Arts in Special Education

LICENSING/ CERTIFICATION

Seminar in Field Instruction (SIFI), Columbia University, 2008

Certified School Social Worker, New York State, 2007

Licensed Master of Social Work (LMSW), New York State, August

2004

EXPERIENCE

Kingsbridge Heights Community Center, Bronx, NY, 2008-Present

Director of Family Services, Early Childhood Services

- Provide social service and clinical oversight to all early childhood programs and services
- Supervise social service, clinical, and supervisory staff within all programs
- Serve as Assistant Director for Early Childhood Services
- Oversee and monitor provision of services, enrollment of children within the programs and alignment with Head Start Performance Standards
- Act as mental health consultant for Early Head Start
- Lead parent involvement initiatives
- Develop staff professional development plans
- Co-wrote federal grant proposal, and current coordinator of received grant, providing a 17 month research based mentor coaching initiative within the Early Head Start program

Bronx Charter School for the Arts, Bronx, NY, 2007-August 2008

School Social Worker

- Provided school based clinical services in both individual and group settings for students receiving special education services and students in need of preventive support
- Provided case management supports for students and their families, actively advocating and researching high quality community resources
- Provided teacher consultation to support social/emotional development and address/manage behavioral needs within the classroom setting
- Facilitated professional development workshops for instructional staff
- Supervised/field instructor for MSW graduate student intern
- Conducted family and teacher needs assessments
- Developed and implement topic driven lessons for whole class support
- Oversaw all concerns of child welfare and mandated reporting
- Served as staff oversight for the Family Advisory Committee
- Facilitated and provided guidance for family-school collaboration and conduct Family-School Problem-Solving Meetings

The Partnership for the Homeless

The Family Resource Center, Brooklyn, NY, 2004-2007

Education Advocate, 2004-2007

- Provided direct advocacy services for students in temporary housing (or formerly so) with complex educational needs (including special education related issues, placement and enrollment needs and legal entitlements)
- Conducted trainings to service providers, families and local bureaucracies on the educational rights of homeless youth
- Assisted families in obtaining educational supports and resources for their children
- Developed, designed and managed the programs and services under the Education Rights Project, addressing city and community-wide advocacy for homeless youth
- Participated in several city-wide and community-based advocacy groups and meetings regarding child welfare

Acting Co-Director, November 2005-2006

- Co-lead strategic planning process to develop mission, vision, values and 3-year plan for The Family Resource Center
- Collaborated with and supported the Board of Directors and development staff to support programs and increase funding
- Managed programs and programmatic operations
- Supervised programmatic and administrative staff

Johnnycake Elementary School, Baltimore, MD, 2000-2002

Special Education Teacher

- Lead teacher within a self-contained classroom, for children ages 6-8, within the Autism Program of a Title-I public school
- Supervised and managed support staff within the classroom
- Incorporated ABA and TEEACH methods of practice to promote communication, functional education and life/social skills
- Established daily communication with parents, working together on IEP
- Development and provided supports for families struggling with issues of stress regarding their child's needs
- Developed and implemented students IEP's, led IEP team meetings, collaborated with other service providers, created daily data collection and Functional Behavior Assessment

POST-GRADUATE Certified Infant Massage Instructor, 2010

TRAINING Crisis Prevention Institute, 2008
Instructor Certification

PUBLICATIONS/ **Novick, Batya. "Transitioning Into a New School Year: Tips to getting the right**
PRESS **services for your child."** The Link, October/November 2006, pp 3.

92.3 FM, K-Rock Radio Interview, November 5, 2005
The Face of Homeless Youth in NYC

William J. Solomon

M&A and Turnaround Professional

With extensive Executive Level Operating Experience and Investment Expertise

Ivy League educated, project-oriented, executive with high-energy, entrepreneurial leadership style, and

creative and analytical problem solving skills. Highly strategic manager with history of success in M&A,

turnarounds, private equity, and banking.

- Executive level management experience in 6 different companies from start-up to \$700 million.
- Formal bank credit training & 12 years experience in mezzanine & equity investing.
- Partner in private equity fund. Raised \$38 million in commitments and generated 400%+ return.
- Successful turnaround experience as both investor and management.
- Acquired and managed \$75 million food company, resulting in 400%+ return in 2 years.
- Personally led 4 acquisitions ranging from \$10.0 to \$100 million in transaction size.
- Excellent hands-on analytical skills with advanced expertise in financial modeling.
- Harvard Graduate with Language skills in Portuguese & Spanish.

Executive Management Consulting Turnarounds Leveraged Investing

Led \$55 million acquisition and strategic turnaround of \$75 million, 350 employee company.

- Achieved **\$40 million gain (400% return)** on \$10 million investment in 2 years.
- Led due diligence and **raised over \$45 million in outside financing.**
- Achieved **20% increase in EBITDA on flat sales** through cost cutting & process improvement.
- Devised and executed **strategic add-on acquisition program** that resulted in premium sale price.

Led strategic acquisition and integration of \$150 million business on behalf of \$700 million company.

- Led business **integration of 3 plant 300+ employee business unit.**
- Negotiated acquisition terms and led due diligence.
- Recommended restructuring that resulted in over **\$2.0 million in annualized savings.**

Led \$8.0 million acquisition and strategic turnaround of \$10 million 90 employee company.

- Developed strategic sales plan and pricing strategy resulting in **increased revenue and EBITDA of \$2.0**

million and \$250,000 respectively.

- Successfully **introduced branded product line into major national retail chain.**

Raised \$38 Million Private Equity Fund from Institutional Investors.

- Negotiated investment terms and established investment policies.
- Generated **returns of over 400%** in 2 years.

Managed \$30 million portfolio of Middle Market Mezzanine & Equity Investments

- **Closed over \$150 million in investments** and actively managed portfolio.
- Successfully **managed non-performing assets** minimizing portfolio losses.

Led turnaround of 30 year old not-for profit, saving agency from closure

- **Increased program participation by over 500%** in 3 years.
- Restructured program resulting in **150% increase in earned income in 12 months.**

LEVERAGED INVESTING & TURNAROUND EXPERIENCE

Executive Director, Camp Friendship Brooklyn, NY 2005 – 2008

Turnaround (Business Sabbatical): 30yr old not-for-profit providing sports and after school programming for 300+ at risk youth. Sabbatical taken to spend more time with young family.

- Increased earned revenue by over 150% in 12 months through financial restructuring. Avoided closure of the organization.
- Successfully transitioned organization from public funding to a fee-for-service model.
- Increased youth participation by over 500% in 3 years through development of new programs and upgrade of existing programs.
- Managed 5,000 square foot owned facility.

President & Majority Shareholder, Voila Bakery, Inc. Brooklyn, NY 2002 – 2003

Turnaround: Underperforming, \$10 million revenue, 90-employee, manufacturer of fresh, frozen and packaged bakery products sold in foodservice and retail markets.

- Structured and financed \$8.0 million acquisition of a 60% controlling interest.
- Generated an estimated \$2.0 million in new sales and \$250,000 in incremental EBITDA through expanded distribution, restructured pricing and cost savings.
- Negotiated union contract, hired new plant manager and controller.
- Developed market-leading line of branded packaged bakery products, negotiated regional distribution agreement with 7-11 and became category leading brand.

Consultant, Caxton Iseman Corporation New York, NY 1999 – 2001

Private Equity Fund investing in diversified industries

• Corp. Development Consultant, Anteon Corporation, Fairfax, VA 2000 – 2001

\$600 Million revenue, IT consulting company, backed by Caxton Iseman Capital.

- Advised on the divestiture of 3 non-core technologies.
- Acting CFO for startup technology unit. Wrote business plan & sought venture investment.

• VP Corp. Dev. & Strategic Planning, Vitality Beverages, Tampa, FL 1999 – 2000

Turnaround: \$700 Million revenue, underperforming, acquisition-oriented retail & foodservice beverage company backed by Caxton Iseman Capital.

- Led team of 3 professionals which closed 3 acquisitions valued at over \$100 million.
- Recommended operating restructuring, resulting in over \$2 million of annual savings.
- Led \$100 million strategic acquisition and integration of leading competitor
- \$150 million revenues, 3 plants and 300+ employees.
- Negotiated terms, led due diligence and integration.

Partner, Levmark Capital Fund Atlanta, GA 1995 – 1997

\$38 million Private Equity Fund Investing in Consumer Product Companies.

- Raised \$38 million in commitments from institutional investors.
- Negotiated investment terms and established investment policies for the fund.
- **President & Vice Chairman, Int'l Diverse Foods, Nashville, TN 1995 – 1997**

\$75 million-revenue, 350-employee food manufacturer.

- Led \$55 million acquisition and assumed executive management position.
- Raised over \$45 million of outside financing and led acquisition due diligence.
- Developed and executed niche marketing strategy and add-on acquisition program.
- Generated 20% increase in EBITDA on flat sales growth.

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- Realized over a 450% increase in equity value and \$40 million gain in 2 years.
- Hired new President, V.P. Sales, IT Director, HR Manager & Controller.
- Led migration to stand-alone MRP (Prism) and financial (JD Edwards) systems.
- Initiated and led \$5.0 million project to reengineer and upgrade physical plant.

Asst. Vice-President, BancBoston Capital Boston, MA 1987 - 1995

Mezzanine and equity investment subsidiary of the Bank of Boston (Now Bank of America).

- Completed formal credit training program.
- Successfully managed portfolio of non-performing assets.
- Involved in closing over 15 investments, representing \$400 million in invested capital.
- Credit analyst positions in London & São Paulo, Brazil.

- Originated and managed \$30 million portfolio of mezzanine & equity investments.
- Represented bank's interests on company boards.

VOLUNTEER & OTHER

- **Board Member, University of Fairfax 2005 – Present**

Industry leading online graduate school conveying degrees in information security.

— Provide strategic guidance on capital development and business restructuring.

- **President, Titan Youth Development Brooklyn, NY 2003 – Present**

Start up not-for-profit providing out-of-school programs for youth from 8 to 15.

— Founded this 501(c)(3) not for profit providing a youth tackle football, cheerleading, baseball, wrestling & academic enrichment program for over 250 at-risk youth.

- **Management Consultant, Business Outreach Center Brooklyn, NY 2004– 2005**

Not-for-profit providing technical assistance & financing for micro-enterprises

— Provided executive leadership coaching and organizational consulting.

— Pursued \$25.0 million in New Market Tax Credit funding.

- **Co-Chair Food Group, Initiative for a Competitive Brooklyn 2004 – 2005**

Strategic planning group formed by NYC leadership and world-renowned Professor Michael Porter's urban consulting group, Initiative for a Competitive Inner City.

— Developed public policy proposal regarding the role of food manufacturing in economic growth for Brooklyn.

- **Board Member, E. Williamsburg Industrial Dev. Corp Brooklyn, NY 2002 – 2007**

Not-for-profit advocacy group promoting growth of industrial capacity in New York City.

- **Board Member, NY Industrial Retention Network New York, NY 2002 – 2004**

Not-for-profit advocacy group promoting growth of industrial capacity in New York City.

EDUCATION & OTHER

- **Harvard University, A.B. Computer Science, Cambridge, MA 1983 – 1987**

Varsity Football. Self-financed Education.

Languages: Portuguese & Spanish.

STEVEN LAMORTE BIO

Steven LaMorte was born and raised in NY. He moved to New York City to attend NYU Film School where he received his Bachelors degree. Steven currently lives in Red Hook Brooklyn with his wife Jenny Golden and their two children Odette and Imogen.

In 2001 Steven started a multidisciplinary design and edit studio, Nuncle, with his wife Jenny. Over the past ten years, Steven and Jenny have worked with a wide variety of clients including Steven Soderbergh and Yoko Ono. While Jenny continues to edit films, Steven, along with two partners, has launched a second company dealing specifically with digital visual effects for the feature film and fashion world.

In addition to his work in film and television, Steven is devoted to the civic well being of the neighborhood he lives in and sits on the board of Red Hook Economic Development, a non-profit organization dedicated to the vitalization and betterment of the Red Hook neighborhood.

Lisa Chamberlain

EDUCATION

- Columbia University Graduate School of Journalism, *Mid-Career* Master of Science with a concentration in Urban Planning, May 2003
- University of California, Davis, Bachelor of Arts in International Relations, 1992

EXPERIENCE

1/08 – 8/09 **Forum for Urban Design: New York, NY**

Executive Director of a non-profit, multidisciplinary organization comprised of leaders in the fields of architecture, urban design, planning and development, as well as professionals in academia, journalism and government who are engaged in city building. As the ED of the Forum, I was in charge of originating programming, producing print publications, and overseeing multi-media communications, membership services, fundraising and budgeting. Other duties included board relations and recruitment, and public speaking.

10/03 – 1/08 **Journalist: New York, NY**

- **The New York Times**, wrote regular news features about real estate emphasizing urban planning, design, architecture, sustainability, and economic development.
- **New York magazine**: “Skyfarming,” 4/09/07; “Roofies,” 5/29/07
- **Metropolis magazine**: “A Tale of Two Port Cities,” 1/04; “MIT v. Holl,” 5/04; “Mayor Daley’s Green Crusade,” 7/04; “View From the Bridge,” 7/06
- **Planning magazine**: “Planning for Disaster,” 7/05; “Those Crazy Commuters,” 11/05; “High Line Award for Best Plan,” 2/06; “High Tech, Low Tech, No Tech,” 9/06; “Idling At Zero,” 9/06
- **New York Observer**: “Exploding the Gentrification Myth,” 11/12/03; “Gen X: Born under a bad economic sign,” 12/31/03; “It’s Up to Dean to Sink Ralph Nader,” 2/24/04
- **Book Author** of *Slackonomics: Generation X in the Age of Creative Destruction*, published July, 2008 by **Da Capo Press**.

1/99 – 1/02 **Village Voice Media, Inc.: Cleveland, OH**

Editor-in-Chief of the Cleveland Free Times, formerly owned by the Village Voice. Duties included managing a full-time editorial, art and production staff of twenty, as well as part-time staff and freelance writers. In addition to writing weekly editorials and handling budgetary matters, my responsibilities largely consisted of working with writers, editors and graphic designers to brainstorm ideas, shape content, illustrate stories, and coordinate news coverage. *The paper won an unprecedented number of awards during my tenure, including fifteen from the Press Club of Cleveland’s Ohio Excellence in*

Journalism 2000 competition (first place for editorial writing, investigative, public service, and local reporting; best column and section).

8/96 - 12/98 United States House of Representatives: Washington, D.C.

Legislative Assistant to Rep. Dennis J. Kucinich. Duties included legislative analysis and communications (including speech writing) in the areas of the environment, transportation, health care, international relations and defense.

Elect Kucinich to Congress Committee: Cleveland, OH

Communications Director for Dennis J. Kucinich's successful campaign for Congress. Duties included planning the campaign strategy; writing speeches, advising on issue positions; preparing for media appearances and organizing press conferences; communicating directly with the local and national news media; writing, editing and overseeing the production of literature and print ads; and assisting media consultants to produce radio/TV spots.

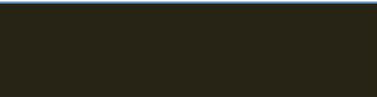
9/93 - 7/96 Cleveland Free Times: Cleveland, OH

Staff Writer and News Editor for Greater Cleveland's alternative newsweekly (starting as an intern). I wrote investigative and feature cover stories, shorter upfront news pieces, and edited freelance news articles.

AWARDS, VOLUNTERISM, ETC.

- Consultant to 60 Minutes on Mike Wallace's piece (produced by Walt Bogdanich) on the merger of Blue Cross of Ohio and Columbia/HCA, which aired 10/27/96.
- Cleveland Press Club, Ohio Excellence in Journalism award, First Place for Breaking News, "Clubbing in Seattle," published 12/8/99.
- Cleveland Press Club, Ohio Excellence in Journalism award, First Place for Single Editorial, "Negative Publicity," published 12/20/00.
- Mentor with TEAK, a fellowship that helps intellectually gifted but economically challenged NYC kids get into competitive high schools and colleges (8/04 to present).

AnnLedo-Lane



PROFILE - Approximately 13 years of education experience with demonstrated knowledge, commitment and passion in developing inclusive and quality arts education programming for students, teachers and families; currently the Arts Director of an arts based charter school in the Hunts Point section of the South Bronx focused on transforming education through the arts. Previous experience includes serving as inclusion and special education specialist in Washington, D.C and New York City.

PROFESSIONAL EXPERIENCE

Bronx Charter School for the Arts — Bronx, NY; 2004 – Present

Arts Director

- Provides leadership, inspiration and motivation for faculty to achieve goals of the school consistent with the vision and mission of a high quality, arts based program that serves children with learning differences in a full inclusion setting
- Effectively designed and directed the overall management and activities and planning of the school's comprehensive arts program, including development of the discipline based arts studio approach, Artist- in-Residence program, signature arts events and afterschool arts
- Created and supported arts integration strategic plan for the school and communicated plan and goals to stakeholders.
- Lead development of arts curriculum, assessment and grading practices, including creation of standards based arts rubrics for each arts discipline and standards based report cards;
- Designed and directs the aesthetic model for school, including establishing guidelines for installing student work, studio and classroom environments
- Responsible for supervising the implementation of the instructional curriculum as member of the school's Leadership Team

Inclusion Specialist — Bronx, NY; June 2003 – July 2005

- Founding teacher of Bronx Charter School for the Arts, instrumental in the development of the school's culture, curricular framework and instructional approaches.
- Taught students to meet goals as per their Individualized Education Plans (IEP) and to develop skills to help them succeed intellectually, socially and emotionally utilizing an arts-integrated approach.
- Full inclusion of students with multiple disabilities and other health impairments (i.e. MR, FAS, SLD, ED)
- Co-taught with classroom teachers in kindergarten, 1st grade and 5th grade classrooms and created inclusive and differentiated instructional practices

Groundwork, Inc — Brooklyn, NY; September 2002 – 2003

Reading Specialist and Consultant

- Developed a K-5 arts integrated afterschool reading curriculum for the academic year aligned with the New York State Learning Benchmarks.
- Worked with students in literacy based afterschool program in East New York in meeting individualized reading goals established through baseline assessments.

AnnLedo-Lane

PROFESSIONAL EXPERIENCE continued

School for Arts in Learning (SAIL) Public Charter School — Washington, D.C; July 2000 - 2001

Arts Coordinator

- Designed and directed SAIL's "Little Arts Studio" that served children with learning differences in a full inclusion setting (54% of student population had current Individualized Education Programs).
- Effectively planned and directed the overall management and activities and planning of the school arts-infused program.
- Co-taught
- Coached teachers on how to integrate the arts into the curriculum and how to differentiate instruction.
- Initiated student gallery space-The Little Gallery and curated student art shows throughout the year

Special Education Teacher — July 1998 - July 2000

- Founding teacher, supporting in the development and organization of SAIL's educational program and philosophy.
- Lead teacher in kindergarten-second grade classroom serving students multiple disabilities and other health impairments (i.e. MR, FAS, SLD, ED)
- Worked with students to meet goals as per their Individualized Education Plans (IEP) and to develop skills to help them succeed intellectually, socially and emotionally utilizing an arts-infused approach.
- Responsible for creating and implementing arts-infused unit plans for the instructional program at the school.

RELEVANT ARTS EXPERIENCE

Co-Creator of Carlos and Felipe — Bronx, New York; 2005 - Present

- Develops curriculum and performs puppet show for K-1 students focused around social skill development in collaboration with Bronx Arts Theatre Specialist, Kevin Pease

Designer of Founder's Award — Bronx, New York; 2009

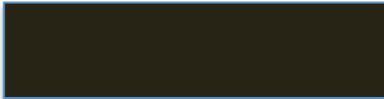
Visiting Artist, School for Arts in Learning (SAIL) — Washington, D.C; Winter 2001

Project Coordinator/Visiting Artist — Glasgow, Scotland; Summer 2000

Artist, Children's Trust Initiative — Washington, D.C; May 2000

Artist/Workshop Facilitator, Start with the Arts — Washington, D.C; May 1999

AnnLedo-Lane



EDUCATION

- Teacher College, Columbia University, New York, NY-M.A., Learning Disabilities
- University of Portland, Portland, OR- B.A.,Elementary Education and Special Education
- University of Oregon, Eugene, OR-General Studies, Art

Organization Affiliations

- ASCD, member

Skills & Certifications

- NYS Permanent Certification in Special Education, K-12
- Fluency in Portuguese
- Basic in American Sign Language

ERICA DAVIS

3

EDUCATION AND CERTIFICATION

BANK STREET COLLEGE New York, NY
• **Ed.M. in Leadership and Administration** through the Principals Institute
(Expected Dec 2011)

NEW YORK STATE PERMANENT TEACHING CERTIFICATION IN Pre-K – 6th Grade
• Effective September 2005

BROOKLYN COLLEGE Brooklyn, NY
• May 2003: **M.S. in Education with Art Concentration:** College Honors
• Recipient of the Earl and Barbara Graves Full Scholarship

UNIVERSITY OF MUNICH Munich, Germany
• 1995-96: Awarded 10-Month German Academic Exchange (DAAD)
Fellowship to study art history

WASHINGTON UNIVERSITY St. Louis, MO
• May 1995: **B.A. in Comparative Arts and German;** College Honors
• Junior Year Abroad in Germany at the University of Tübingen

PROFESSIONAL TEACHING EXPERIENCE

PS 234 – DISTRICT 2/REGION 9 New York, NY
CIT - K/1st and 2nd/3rd Grade Teacher: September 2002 to present

- ❖ Led a workshop for second grade teachers around mathematical discussions in the classroom.
- ❖ Integrated in-depth social studies and science units into a Balanced Literacy program and Math program (Investigations in Number, Data, and Space).
- ❖ Established recycling program in building as a member of the *School Leadership Team*.
- ❖ Built home-school connection by conducting workshops for parents about reading and math.
- ❖ Trained student teachers from Bank Street College, Pace University, and New York University including a conference group presentation on the use of informal assessments in the classroom.
- ❖ Led committee on report card revisions for Kindergarten and First grade.
- ❖ Modeled Japanese Lesson Study process in mathematics for Region 9 math coaches and teachers.

MANHATTAN YOUTH New York, NY
Social Skills After-School Club Teacher: September 2004 to June 2009

- ❖ Developed a curriculum to help children ages 5-7 (general education and special education students) build skills around social interaction, problem-solving, self-esteem and friendship.

ERICA DAVIS –page 2

Professional Teaching Experience Continued...

BANK STREET COLLEGE/CENTER FOR URBAN TEACHER EDUCATION AND TECHNOLOGY

New York, NY

Participant in "Project ConText" Technology Program: October 2004 to June 2005

- ❖ Developed and implemented an action research project about the use of digital cameras with young learners.
Web Address: webstaging.bankstreet.edu/graduate/faculty/achiappetta/context1/START.html
(Click photography and then Fish study)
- ❖ Trained graduate students in developing and implementing their own research project in reading, math and writing.

PS 2 – District 2/Region 9

New York, NY

Summer School Teacher: Summer 2001

- ❖ Developed integrated social studies curriculum to strengthen reading and writing skills of second language learners

PS 191 – District 17/Region 6

Brooklyn, NY

K-2 Teacher: September 1998 to 2002

- ❖ Participated in implementing new Balanced Literacy program in a Title I school
- ❖ Trained colleagues in ECLAS assessment as well as integrating interactive learning centers in classroom.

PROFESSIONAL TRAINING AND WORKSHOPS

- *Neuroscience in the Classroom* with Daniel Willingham 2010
- *Taking Back Childhood* – Workshops on play in early childhood classroom 2010
- *Reading Clubs* with Kathy Collins 2010
- *Using Math Assessments and Technology in the Math Classroom* with Marilyn Burns 2010
- Inner Resilience – *Nurturing the Inner Self* Workshop and Curriculum Program 2009-10
- *Annual Dyslexia Conference* – Attended 6 workshops on learning disabilities 2008-10
- *Contexts for Learning Mathematics – Algebra* Workshop with Bill Jacobs 2008
- *Developing Mathematical Ideas – Building a System of Tens* Seminar 2006 - 2007
- Tony Stead - *Writing Non-Fiction: Strategies for Success K-5* 2006
- *About Teaching Mathematics* – A Marilyn Burns Course 2006
- Training in *K-8 Math Assessment* – Region 9 Math Office 2005
- *Math in the City* Two-Week Summer Institute at City College in New York 2004
- Teachers College *Reading and Writing Project* Seminar 2004

Shira Weinert

CLASSROOM TEACHING EXPERIENCE

- 2007-Present **PS 5, Ellen Lurie School, Manhattan**
Special Education Classroom Teacher, CTT, 3rd grade and 4th grade
New York City Teaching Fellow, New York, NY
- Implement strategies to improve student learning with a focus on differentiated, dynamic and engaging instruction, remediation, phonics, reading comprehension strategies
 - Extensively trained and able to implement and modify: Wilson Reading System, Step Up to Writing, Everyday Math as well as instruction in vocabulary, guided reading and social studies
 - Specialized focus on art and citizenship, through my extensive background in art and arts education, I have included arts programming within my classrooms, including artist units, regular museum visits, art making as well as multiple community building projects
 - Help to initiate, develop and oversee school wide arts education initiatives partnerships with programs such as Free Arts, Shen Wei Dance Arts, Lincoln Center Institute, Concert Artists Guild, the Museum of Modern Art, and the Center for Arts Education
 - Develop art programs in visual literacy, video, yoga and connected arts through after school work
- 2005-2007 **PS 189, Manhattan**
Special Education Classroom Teacher, CTT and 12:1 Settings, 5th grade
New York City Teaching Fellow, New York, NY
- Implemented strategies to improve student learning with a focus on differentiated and engaging instruction, remediation, and
 - Taught using various programs: Wilson Reading System, Hochman, Reading First/ Trophies, Everyday Math as well as instruction in vocabulary, guided reading and social studies.
- 1995-1999 **Dalton School**, New York, NY
Art History Teacher, Metropolitan Museum of Art Liaison
- Created and taught new Art History class for high school seniors based on experiential learning through historic and contemporary museum and gallery exhibitions throughout NYC
 - Developed innovative program that used the Metropolitan Museum of Art's collections to introduce concepts in art history to K-9 classes; worked closely with teachers to create 30 unique units including
 - Supervised internships for Bank Street graduate students in museum education
 - Served as Faculty Advisor and Art Committee Critic to Senior Art Project students

COMMUNITY ARTS EXPERIENCE

- 2009- Present **Harlem Biennale** , New York New York
Co-Director of Arts Education
- Brainstorming, Designing and Implementing large scale arts education programs for an upcoming Biennale scheduled for 2012
 - Production Assistant for collaboration with artist Monte Laster's Our Better Angels project, Thurgood Marshall Upper and Lower School

- 2001-2003 **Jewish Community Center in Manhattan**, New York, NY
Director of Photography
- Designed and Implemented full range of class offerings for adults and children in three art studios, Photography, Digital, and Drawing and Painting
 - Hired 30 new teachers for all program areas
 - Worked on all aspects of planning and implementing for program areas, gallery, and outreach programs
 - Taught extensively with adult students of all levels

- 1998-2001 **Henry Street Settlement Abrons Arts Center**, New York, NY
Visual Arts Coordinator
- Developed 5 group exhibitions per year with guest curators for emerging artists
 - Designed and taught visual literacy curriculum in gallery to over 2000 NYC public school students per year, in gallery and in schools
 - Managed Artist-in-Residence Studio Workspace Program including special grants
 - Managed all visual arts classes for adults and children
 - Supervised college and high school internship program
 - Coordinated 12 photography exhibitions per year

- 1988-1998 **Creative Arts Workshops for Kids**, New York, NY
Task Force and Arts Council member (volunteer and paid)
- Assisted in design, organization, and running of monthly arts workshops for 75 formerly homeless and at-risk children in C.A.W.'s Peace Place Children's Art Park on 124th Street
 - Active in all fundraising and informational letters
 - Organized workshops for 100 children and volunteers; Helped design and build Dream Street Children's Art Park on 125th Street and Lexington;
 - Helped to develop teen leadership program

PHOTOGRAPHY TEACHING EXPERIENCE

- 2010 **Oakwood's Academy of Creative Education**, Los Angeles CA
Photography Instructor
- Taught 4 week intensive introduction to photography for middle school and high school students
- 2002-2008 **Homes for the Homeless**, New York, NY
Photography Instructor
- Taught weekly photography class to students ages 10- 16, living in NYC shelters
- 2004 **Columbia University**, New York, NY
Adjunct Professor, School of Continuing Education
- Taught intensive photography class to undergraduates, intermediate level
- 1997- 2004
summers **Belvoir Terrace Center for Performing and Visual Arts**, MA
Photography Program Head Teacher
Art Department Chair
- Hired and Supervised 15 person professional visual art staff
 - Taught photography at all levels to 100 students, 6 days per week
 - Supplied and organized darkroom
 - Designed and coordinated curriculum for community wide programming

EDUCATION

- 2008 **Hunter College**, New York, NY

2004 *Master of Education, Special Education*
Columbia University School of the Arts, New York, NY
Master of Fine Arts, Photography
1995 **Yale University**, New Haven, CT
Bachelor of Arts, History of Art

TRAINING

- Lincoln Center Institute for Aesthetic Education Summer Intensive and Workshops
- Teaching Matters Video Documentaries
- Facing History and Ourselves
- Trained in Wilson Reading System, Hochman Basic Writing, Classroom Management
- Trained to deliver and design specially modified curriculum to address skill deficits and raise achievement, as well as modify for gifted students who need more challenges
- Extensive experience in developing art curriculum and utilizing art in the learning process

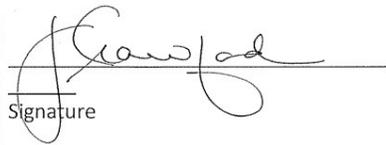
AWARDS and HONORS

2005-2008 NYC Teaching Fellow
2001-2004 Columbia University Teaching Fellowship
1997 Paul Taylor/ Dorothea Lange Prize, 2nd place, Center for Documentary Studies, Durham NC
1995 New Laboratory for Teaching and Learning Fellow, Dalton School
1995-1993 Yale Women's Center Treasurer and Student Council
1994 Yale Richter Summer Fellowship at the Israel Museum, Jerusalem
1990 CV Starr Fellowship for Outstanding Community Service
1989 Mayor's Award for Community Service, NY, NY

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/28/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

March 27, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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



Signature

03/28/11

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

A Statement of Assurance must be signed by and submitted for each Board Member Applicant:

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

Signature

Date
3/28/2011

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Batya Novick, LMSW
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address:

Personal E-Mail/Fax:

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: The Red Hook Charter School (TRHCS)

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.

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

I became aware of the charter school through a colleague, Ann Ledo, who introduced me to Lisa Chamberlain who invited me to serve on the board.

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

As a resident of the Red Hook community and as a social worker and former special educator, I believe in school choice and am excited by the opportunities that TRHCS could offer to the community. I hope to support the development of TRHCS, with my expertise in the social and emotional development of children and family wellbeing.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I have extensive experience in program development and design in the field of child development and as a former special educator and in my current profession in social work, I have a focus in understanding the social-emotional development of children and supporting family wellbeing.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. If I identify or recognize that a conflict of interest has taken place I would consult the bylaws and school constitution. I would consult with the policies regarding conflicts of interest, to guide what steps to take to address the matter. All conflicts would need to be declared and disclosed to the board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The Red Hook Charter School will be a high-performing community school serving a diverse student population utilizing the unique historic waterfront and 21st Century artisanal/creative professions as teaching tools. Founded by a group of parents and teachers in Red Hook, the school will emphasize parental and community involvement.

18. Please explain your understanding of the educational program of the charter school. The educational program will combine challenging core curricula emphasizing math and English language arts with project based units of study that will be developed with local partners. To meet the needs of a diverse student body, the educational program will prepare students to become life-long learners as well as provide a foundation to develop 21st century skills.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school possesses a clear mission and vision coupled by strong leadership and management, alongside high standards for academic and student success. An effective Board of Directors possesses characteristics that include good leadership, a strong sense of accountability, and standards of best practices, effective decision-making and financial efficacy. The board must be innovation, hold high expectations and high standards for academic success. They must be a diverse body that represents the community so that ongoing community partnerships are developed and continuous connection and communication to community stakeholders takes place. The board provides oversight, management and governance in the areas of strategic planning, finance, policies and procedures, self-assessment and withholding the mission, vision and values of TRHCS.

Other

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

The role of a public charter school board member is to support TRHCH's mission and vision for the school and its students and families. It is to ensure that the needed systems are established and in place to assure the integrity of all aspects of school development and operations.

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

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

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Philip Hopkins
(Include preferred honorific.)

Daytime Telephone

Home Mailing Address:

Personal E-Mail/Fax:

Business Address:

Business E-Mail/Fax:

Charter School Name: The Red Hook Charter School

Charter School Address: Red Hook

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

Technology committee

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

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

Background

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

Scholastic Incorporated – 1995-1997 and consulting thereafter

Various Consulting – 1997-1999

Winstar Incorporated – 1999-2001

JP Morgan Chase (consultant) – 2001 – 2002

Sakonnet Technology – 2003-2006

Morgan Stanley – 2006-2010

Bank of America – 2010-Present

1992 UCLA Bachelor’s of Arts (Creative Writing) Cum Laude

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

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

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

Lisa Chamberlain, the lead applicant, told me about it.

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

I would like to support expansion of the public education opportunities in a growing district with already large class sizes.

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

14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

1. Disturbing the Peace

2. Misdemeanor

3. I was accused of theft of a street sign, and pled guilty to disturbing the peace misdemeanor

4. July 1986

5. July 1986

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Lisa Chamberlain has been a friend of mine for almost ten years

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

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

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

My spouse Erin is also friends with Lisa Chamberlain.

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

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

I would report my concerns to the director of the school and of the board, and report the concerns to the New York City school board if nothing was done.

Educational Philosophy

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

The Red Hook Charter School will help underprivileged children in an underserved district where class sizes are too large already.

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

Not an educator, I have learned a bit about project-based education and believe it can be successful, as it has been elsewhere.

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

The board will need to provide professional and ethical guidance to the education professionals who run the school, and support the mission utilizing the board members' specific area of expertise.

Other

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

Support the school's execution of its mission.

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

I have.

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

I worked in educational software for ten years.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: _____ Ms. Ann Mellow _____

Daytime Telephone: _____

Home Mailing Address: _____

Personal

E-Mail/Fax: _____

Business Address: _____

Business

E-Mail/Fax: _____

Charter School Name: The Red Hook Charter School

Charter School Address: TBD

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

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

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

Background

15. Please provide your educational and employment history. You may do so by attaching a résumé. **X Resume Attached**
16. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**
17. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X I affirm.**
18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was contacted by Lisa Chamberlain, whose partner's children had attended and graduated from St. Luke's School, where I served as head of school. She discussed with me the concept of The Red Hook Charter School. We met together to discuss the school, its mission and educational program, and the populations it would serve.

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

While my professional experience has been in independent schools, almost exclusively in New York City, I am committed to insuring access for all children to quality schools and believe in educational choice. The independent school sector struggles to make tuition-driven schools inclusive of and accessible to students of all socio-economic backgrounds, a particular challenge given the economics of a tuition-driven model. I believe that quality education for all is the civil rights issue of the 21st century. In addition, ethically, morally, and philosophically, I believe that the economic, cultural, and racial divides in American society cannot be adequately addressed, or perhaps can be better addressed, until and unless children of diverse backgrounds live, work, learn, and play together. Only through this interaction can meaningful, long-term change be possible. The public sector, through charter schools and other structures, has the ability to make this possibility real.

As an independent school head and experienced school trustee, and as Associate Director at my current organization, I have a great deal of experience in school governance and operations. While I do not have experience in the public school sector, I have deep experience with budgets, plant, operations, educational practice, faculty development and best practices in trusteeship. I believe that the RHCS will add an educational option to Red Hook and Brooklyn and, in so doing, expand the educational landscape of Brooklyn.

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

I have served as a Trustee at Saint David's School, 12 E. 89th St., NY, NY, an independent boys' school serving students in PK – Grade 8, for seven years.

From 2007-2008, I was I was Interim Director of NY Interschool, an eight-school consortium, where I directed the Faculty Diversity Search and worked with the Board. I served as head of school of St. Luke's School, 487 Hudson St, NY, NY from 1995-2007, a PK – Grade 8 independent Episcopal day school serving 200 children of all faiths, where I worked directly with the school's board. Prior to St. Luke's, I was middle school head at Poly Prep Country Day School in Brooklyn NY and Chapin School in NY, NY. I served as a Trustee of the New York State Association of Independent Schools (NYSAIS) and the Caedmon School. I served on and have chaired multiple school accreditation committees for NYSAIS.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know Lisa Chamberlain because her partner's children attended and graduated from St. Luke's School, where I was head of school.

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

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

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

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

X No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- X Not applicable because the School does not/will not contract with a management company or charter management organization.**
- I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **X This does not apply to me, my spouse or other family members.** Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- X None.** Yes.
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
- The Red Hook Charter School (TRHCS) will by intention serve a broad and inclusive mix of families and students, grounded in the belief that a truly diverse student body across many variables – socio economic status, race, ethnicity, and learning styles – enriches learning and strengthens the educational outcomes for all.
19. Please explain your understanding of the educational program of the charter school.
- The program will offer an outstanding academic curriculum that balances solid academic skills and hands-on, project-based learning linked to the unique artisanal and historic environment of the Red Hook community and water front .

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

A successful charter school will, first and foremost, live out each day its core mission and fulfill the promises and expectations outlined in its charter. It will adhere to the appropriate regulations and laws related to charter school practice to insure that students are enrolled in ways that honor both in the spirit and the letter of the law. It will adhere to standards of excellence in its educational programs, hiring and evaluation processes, policies, and procedures. The board will engage in strategic thinking at all times with a long-term view to financial sustainability and institutional and educational excellence. The board will insure that it and school leaders have a program of ongoing professional education to remain abreast of best practices and learn from and with others engaged in similar work. The board will work with school leaders to plan for the future and monitor current operations and outcomes, adjusting goals and educational programs to meet the current needs of its students, undertaking unflinching self-assessment to insure that the school delivers on its educational promises.

Other

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

Board members are responsible to insure that the school is complying with all laws and regulations related to its charter and education law; that the school adheres to all safety and health regulations and is appropriately insured for all areas of risk management; that the physical plant is appropriate to and serves well the school's educational program; that the school is appropriately staffed in number and qualification; that the educational programs fulfill the stated mission and charter of the school; that the school has sufficient financial resources to sustain operations and fulfill its mission and charter; that the school is well understood and is an integral, contributing organization in the community within which it operates; that the school adheres to the highest standards of educational and intuitional excellence; that board members are appropriate in number and qualifications to fulfill their responsibilities. Board members must make their service a primary commitment, attending and contributing to board meetings and the work of the baord, participating in the life of the school, supporting and evaluating fairly the executive director, championing the school in the wider community, and working collaboratively as peers with other public, charter, and non-public schools.

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

Yes.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Orray Michael Taft

(Include preferred honorific.)

Daytime Telephone

Home Mailing Address:

Personal E-Mail/Fax

Business Address:

Business E-Mail/Fax:

Charter School Name: The Red Hook Charter School

Charter School Address: _____

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

Director of Finance

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

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

Background

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

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

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

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

I was made aware of The Red Hook Charter School through our neighbor, L isa Chamberlain. Ms. Chamberlain, knowing that I have experience in finance and accounting, asked if I would be interested in serving on the Board as the financial representative.

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

I wish to serve on the Board of the Red Hook Charter School because the educational needs of our children are critical to both their success, and the succes of the community of Red Hook, and I feel through the collective membership of the Board and the unique experiences of its members, that we can deliver an outstanding eductional experience for our community. I feel this is a unique opportunity to develop a school, and its cirriculum, around the community in which it resides.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are

likely to, exist should you be approved for service on the charter school's board.

None. Yes.

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

I would first review the Board's Code of Ethics, and any policy that related to conflict of interest, and address it as per the policy's direction. In the event that the policy did not address the issue, or if I felt that additional guidance was needed, I would approach the President of the Board and report my concerns.

Educational Philosophy

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

My understanding of the mission of the school is to provide the community of Red Hook an inclusive educational program based on the community environment in which the school is located, taking into consideration and capitalizing on the unique characteristics of its residents and resources.

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

My understanding of the education program is that it will be based on a collaborative, team based approach, which seeks to utilize the available resources of the community to enhance and support a rigorous curriculum based on the National New York State Core Curricula. The learning will be project based, further enhanced by an education service called CREATE!, and the student to teacher ratio will be such that students get the attention they need and deserve. Further, the School will provide its instructional staff ongoing training and development, and continuous assessment, to differentiate instruction and provide the most value for its students. Also, the instruction will be based on a looping strategy, where teachers will remain with students for two years, instead of only one, which has proven to be very valuable.

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

As successful charter school needs sound leadership, based on an innovative educational strategy that is served and delivered by a committed Board, instructional staff, and broader community. Guidance and management needs to be administered by an independent body that understands its fiduciary responsibility to the students and the families in the community. The Board, on behalf of the students, should develop and deliver a well designed system for monitoring and evaluating the instructional staff, to ensure that the students are receiving the best possible education. To this end, in order to ensure the charter remains successful, the core values and strategy of the institution should be based on sound financial guidance, a thoroughly developed educational program based on a well established process, and a monitoring system that is timely and transparent to both the staff and the students.

Other

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

Very simply, the role of a school board member is to actively and diligently seek the absolute best possible learning environment for its students and their families. This is delivered by hiring the most professional instructional and managerial staffs, and immediately addressing any issues or problems that may adversely affect the charter's core mission and values. Board members need to act as independent agents on behalf of, and for the benefit of, their student's, while at the same time capitalizing on the diverse background and experiences of other Board members.

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

Please see attached.

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

Nothing at this time.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Steven LaMorte

(Include preferred honorific.)

Daytime Telephone

Home Mailing Address:

Charter School Name: THE RED HOOK CHARTER SCHOOL

Charter School Address: TBD

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

Outreach Committee

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

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

Background

- Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
- Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm
- Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
- Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - I became aware of the charter school from a friend in the neighborhood. I contacted the executive director for the school and asked for a meeting. I was asked to serve on the board and I accepted.
 - Please explain why you wish to serve on the board.
 - I believe this school is happening at a very exciting time in Red Hook. Red Hook is a unique tight knit community where we can expect extraordinary parental and community buy-in to a school like The Red Hook Charter School. A challenging creative safe place for children to be who they are. An open-minded community that sees strength in difference and the power of inclusion. I see serving on the board as an opportunity to be bring my skills to the table to help aid and grow the school in an organic and thoughtful manner.
- Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
- Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

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

The conflict of interest must be identified and talked about and fully disclosed. In the event that a conflict of interest is unable to be remediated, that board member would be asked to forfeit his or her position on the board.

Educational Philosophy

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

The Red Hook Charter School is a creative high performance school that focuses on intensive community and parental involvement and aims to meet the child where they are socially, emotionally and cognitively.

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

The educational core curricula will concentrate on math and English language arts. The school will teach the students the necessary social, emotional and cognitive skill sets that are applicable to their present and future world landscape.

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

A successful charter school is one that involves the parents and community in which that school resides. It is of course necessary to maintain a rigorous oversight and adherence to the founding principles and tenets. The board must meet regularly and be asked to maintain proper oversight to ensure that all facets of the school are running and growing in an organic and sustainable fashion.

Other

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

I believe the role of the board member is to support and uphold the mission that the school has set. It is integral that the board works to promote and install the necessary operating guidelines to ensure the proper organization and management of the school and maintain thorough oversight of the school stated goals and practices.

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

Affirmed.

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

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: William J. Solomon
(Include preferred honorific.)

Daytime Telephone _____

Home Mailing Address: _____

Personal E-Mail/Fax _____

Business Address: _____

Business E-Mail/Fax _____

Charter School Name: Red Hook Charter School

Charter School Address: _____

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

Board Member, Finance Subcommittee, Outreach Subcommittee

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

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

Background

20. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
21. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
22. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
23. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. ***I have been active in the community with youth for the past 8 years, and I was contacted by the school organizers.***
24. Please explain why you wish to serve on the board. ***The school intends to serve a community in which I have worked for the past 8 years, working with many of the youth I serve with my out of school time programming. It is vitally important to me to see these youth have access to the best education possible.***
25. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***I have operated a not-for-profit out of school time program serving at risk youth for the past 8 years. In so doing, we have provided academic enrichment, test prep and a variety of other programming that is similar to the type of services provided by a school. In addition, I have served on the board of directors of a not-for-profit graduate school (University of Fairfax) for the past 5 years.***
26. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
v Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.

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

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I would address the situation with the member(s) to verify any suspicion or belief I may have that there is in fact a conflict of interest. Then, in the event my beliefs were confirmed against the standards of the school's conflict of interest policy, I would demand the member(s) to disclose the conflict to the board to determine what, if any further action should be required. If the board refused to act in a manner I deemed appropriate, I would resign my position and communicate my concerns regarding the conflict to the proper BOE authorities.***

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. ***The Red Hook Charter School will develop the social/emotional, academic and critical thinking skills of a diverse group of youth, with special emphasis on serving at-risk kids in the local community. The school will use the resources of the local artisan community and natural resources to augment a curriculum focused on Math and English.***

18. Please explain your understanding of the educational program of the charter school. ***The educational program will use innovative but proven teaching styles to achieve superior results with its students. Key design elements including Collaborative Team Teaching, continuous assessment and Looping will be augmented with an emphasis on project based and "hands-on" learning.***

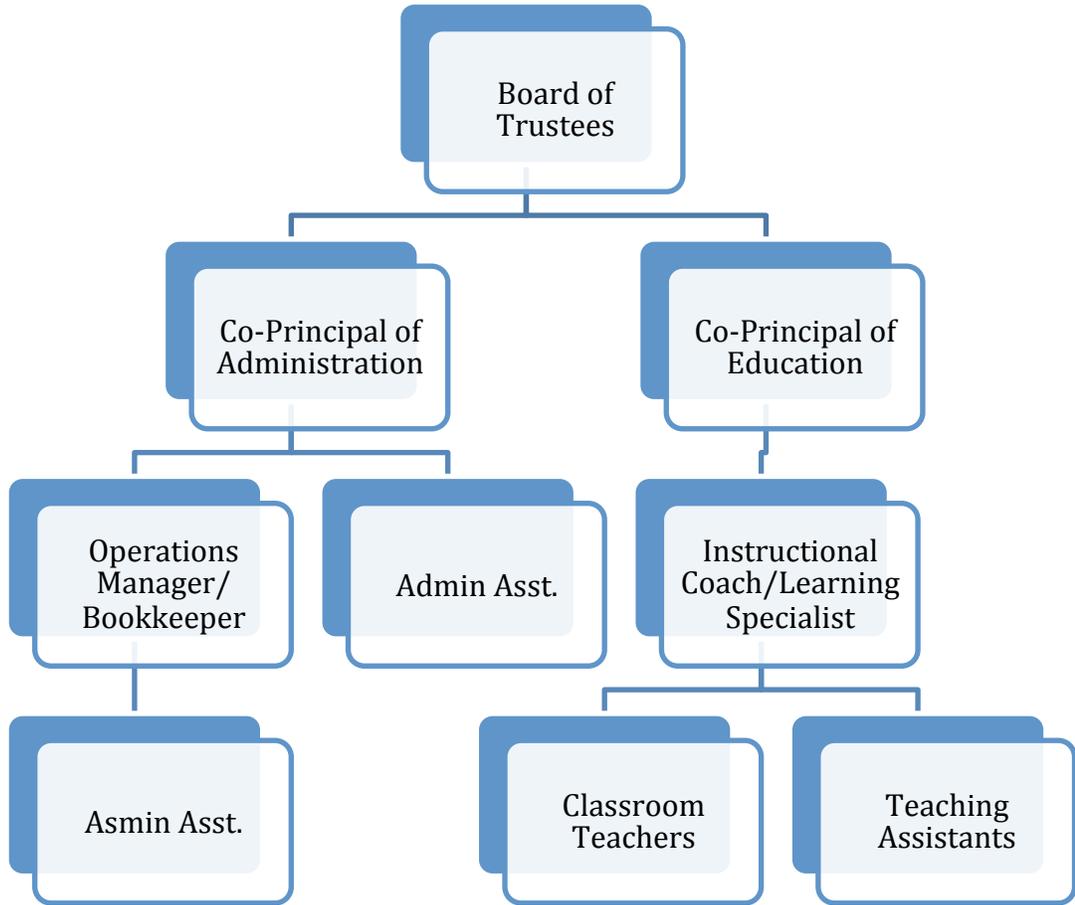
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. ***A successful charter school will have staff and leadership who are insanely passionate about children, highly accountable, committed to the success of the students and guided by a curriculum and teaching style designed to effectively reach the school's target audience. The school will operate in an environment of high expectations for ALL children and be supported by an engaged parent body a diverse and talented board of directors, and well developed community partnerships. Other characteristics include: financial integrity, effective decision making.***

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. ***In my opinion, my role is to provide unfiltered, honest feedback regarding the school's adherence to its mission and efficacy in achieving satisfactory results with its students. My role is to also ensure proper financial and administrative governance of the school and to ensure the school has adequate and appropriate senior leadership.***
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. ***I have read them.***
22. Please provide any other information that you feel is pertinent to the Department's review. ***Through my program, Titan Youth Development, I have worked extensively with at risk***

youth for the past 8 years. In addition, I grew up in a single parent household and benefitted from teachers, coaches and other people in my community who helped me reach some level of success. I understand the urgency of what this school is trying to accomplish and I am deeply committed to the success of this school and others like it that seek to serve a community that is very important to me.

ATTACHMENT 10



ATTACHMENT 11

JOB DESCRIPTION – CO-DIRECTORS

Co-Director of Administration

Responsibilities

- Execute the mission of the school
- In collaboration with Director of Education, provide leadership and direction to school staff members
- In collaboration with DE, hire, evaluate, and terminate staff
- Administer scheduling and enrollment
- In collaboration with DE, serve as liaison to the Board of Trustees, providing formal and informal reports to the Board and charter entity
- Prepare materials in conjunction with DE and Operations Manager for the Board meetings
- Implement and follow policies and procedures as directed by the Board of Trustees
- Provide a safe environment for learning
- In collaboration with DE, supervise the consistent and fair administration and tracking of student conduct and discipline
- Ensure the proper use of student data
- Direct community relations, meet with stakeholders, develop relationships with local artisans and professionals to develop project-based work
- Develop fundraising and grant writing initiatives
- Direct facilities development

Qualifications

- Master's Degree, or higher degree
- Leadership and management experience
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance
- Non-profit administration experience
- Ability to work with nonprofit organizations and relevant government agencies
- Agreement with and commitment to the academic goals and philosophy of the charter school
- Strong communications skills, written and oral
- Strong ties to Red Hook and the community

Co-Director of Education

- Execute the mission of the school
- In collaboration with DA, provide leadership and direction to school staff members
- In collaboration with DA, hire, evaluate, and terminate staff
- In collaboration with DE, serve as liaison to the Board of Trustees, providing formal and informal reports to the Board and charter entity
- Supervise and observe all instructional practices in the school
- Coach and mentor educational staff
- Create and oversee professional development programs
- Work with Instructional Coach to mentor educational staff
- Provide leadership in the ongoing development, improvement, and evaluation of Curriculum
- Implement and manage instruction and curriculum design

- In collaboration with DA, supervise the consistent and fair administration and tracking of student conduct and discipline
- Serve as liaison to parents and facilitate parent education and involvement
- Administration of scheduling and standardized assessments, including development of school created assessments
- In collaboration with DA, assist in making formal reports to the board of trustees and charter entity on student academic performance, conduct, school safety and related matters
- Coordinate instruction, and student data management

Qualifications

- Minimum of 5 years working in an elementary environment in teaching and/or school support capacity
- Minimum 2 years of experience in school administration
- Masters Degree, or higher degree, in Education
- Special Education and/or ELL certification welcomed but not mandatory
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction
- Experience in curriculum design and/or educational research
- Experience implementing professional development
- Project-based curriculum development is welcome

INSTRUCTIONAL COACH

- Assist DE in providing professional development and coaching for teachers on instructional delivery and methods, particularly focused on project based learning
- Liaison between DE and teaching staff
- Assist with curriculum development, focused on project-based units
- Assist DE with staff evaluations

In start-up years provide Learning Support Specialist services:

- Adjust curriculum and academic approach to meet the needs of students with Individualized Education Programs (IEPs), English Language Learners, and other students exhibiting challenges in their academic progress
- Identify and refer children with special needs: work with teachers on accommodations and interventions; communicate with parents and service providers, psychologist, DOE, etc.
- Attend CSE meetings with parents
- Coordinate special services with DOE – CSE ; make recommendations to parents, organize testing and observation, supervise services, integrate providers into classrooms
- Provide direct instruction in class and out to at-risk, SPED and ELL students

Qualifications

- Minimum of 5 years working in an elementary environment in teaching, plus experience in school support capacity, school administrator or director
- Masters Degree, or higher degree, in Education
- Special Education and/or ELL certification
- Experience in curriculum design and/or educational research and evaluation
- Administrative experience and demonstrated leadership qualities

OPERATIONS MANAGER

Responsibilities

- Direct and manage the operations of the school
- Assist DA to coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, district billing etc
- Coordinate all administrative transactions, including the provisions of personnel services
- Record keeping, reporting, inventory, purchasing, etc.
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies
- Assist DE and DA to prepare materials in conjunction with the principal for board meetings
- Implement fingerprint-supported background checks and teaching certification of all applicable employees
- Manage facility maintenance and daily operations including custodial staff, student meal counts/ billing

Qualifications

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

YEAR 3: LEARNING SUPPORT SPECIALIST (RTI, SPED and ELL)

Responsibilities

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

- participate in on-going discussions with staff about children and families
- Attend all CSE meetings with families

Qualifications

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

Attachment 17

New Applicaton Budget(s) & Cash Flow(s) Template	
The Red Hook Charter School	
Contact Name:	Lisa Chamberlain
Contact Email:	lisachamberlain@gmail.com
Contact Phone:	917-691-7020
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	Provided in-house
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Therapist Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	-	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	Covered in Staff Recruitment
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Documentation	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	3,000	Cost includes job fairs/websites/interviews. However, many contacts have already been made via Board network
Student Recruitment / Marketing	5,000	Includes print ads, flyers, community outreach, necessary transportation.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	3,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Board will provide insurance, approximately \$200/person
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-
TOTAL EXPENSES	3,000	
NET INCOME	500	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
The Red Hook Charter School		-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
	0	-
TOTAL ENROLLMENT		-
REVENUE PER PUPIL		-
EXPENSES PER PUPIL		-

CONTRACTED SERVICES							
Accounting / Audit							
Legal							
Management / Company Fee							
Rumor Service							
Food Service / Service Lunch							
Payroll Services							
Special Ed Services							
Thermal Services etc. (2017)							
Other Contractors / Professional / Consulting							
TOTAL CONTRACTED SERVICES							
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials							
Special Ed Supplies & Materials							
Textbooks / Workbooks							
Supplies & Materials other							
Equipment / Furniture							
Supplies							
Technology							
Student Testing & Assessment							
Field Trips							
Student Services - other							
Water Services - other							
Office Expense							
Staff Development							
Staff Recruitment							
Student Recruitment / Marketing	221	218	221	222	220	221	2,000
Student Meals / Lunch	1,750	1,750	1,750	1,750	-	-	5,000
Other (2018)							
Funding							
Other							
TOTAL SCHOOL OPERATIONS	1,971	1,968	1,971	1,972	220	221	7,000
FACILITY OPERATION & MAINTENANCE							
Insurance							
Utilities							
Building and Land Maint / Lease							
Repairs & Maintenance							
Equipment / Furniture							
Security							
Other							
TOTAL FACILITY OPERATION & MAINTENANCE							
DEPRECIATION & AMORTIZATION							
DEBT COVENANTS & RESERVES / CONTINGENCY							
TOTAL EXPENSES	1,971	1,968	1,971	1,972	220	221	7,000
NET INCOME	1,000	1,000	1,000	1,000	817	817	800
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - RR Risk Depreciation							
Other							
Total Operating Activities							
INVESTMENT ACTIVITIES							
Example - Special Property and Equipment Depreciation							
Other							
Total Investment Activities							
FINANCING ACTIVITIES							
Example - RR Bonded Proceeds from issue of 2018 PTDOR							
Other							
Total Financing Activities							
TOTAL Cash Flow Adjustments							
NET INCOME	1,000	1,000	1,000	1,000	817	817	800
Beginning Cash Balance							
ENDING CASH BALANCE	1,000	1,000	1,000	1,000	817	817	800

Cell includes all finished stock/finished. However, more credits have already been made to Board report. Includes interest, fees, commissions, necessary transactions.

CHARTER SCHOOL LETTER OF INTENT 03-28-2011

LETTER OF INTENT

FOR LEASE NEGOTIATIONS BETWEEN
80 RICHARDS STREET LLC, as Landlord and

THE (PROPOSED) RED HOOK CHARTER SCHOOL, as Tenant

Landlord: 80 Richards Street, LLC, with their place of business at
80 Richards Street – Brooklyn, NY 11231

Tenant: THE RED HOOK CHARTER SCHOOL
373 Van Brunt Street - Brooklyn, NY 11231
Attn: Lisa Chamberlain

Property Address: 80 Richards Street – Brooklyn, NY 11231

Demised Premises: Entire 2nd floor space (approx. 27,000 square feet).

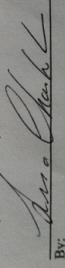
Possession Date: July 1, 2012

Usage: School / Educational facility only, and for no other purpose without the prior written consent of the Landlord, not to be unreasonably withheld.

1. Tenant has toured the proposed site and has found it to be suitable for a school. There is adequate egress to at least two streets with stairs and an elevator; accessibility is desirable (within a block of the B61 bus and very close to an exit/entrance ramp of the BQE); street/sidewalk safety is very good (the main entrance is located on a quiet street facing a public park); square footage will suit the school at full build-out.

2. A Representative of the Landlord met with Tenant, and several preliminary discussions indicate that upon approval of the school's charter, lease negotiations can begin forthwith. Landlord understands the parameters of a charter school build-out. Landlord and tenant have broadly discussed the price per square foot, including amortization of a build-out, indicating that a lease suitable to both parties can be successfully negotiated.

THE (PROPOSED) RED HOOK CHARTER SCHOOL

By:  Date: 3/28/11

80 RICHARDS STREET, LLC

By:  Date: 3/29/11

March 31, 2011

New York State Education Department
Charter School Office
89 Washington Avenue
Albany, New York 12234

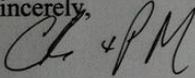
TO WHOM IT MAY CONCERN

We are writing to express our support for the proposed Red Hook Charter School. As a residents of Red Hook and parents, we would love to see a new educational option for our neighborhood, specially one that focuses on social and emotional learning, including creative and progressive teaching practices.

We really love our neighborhood, its waterfront location, architecture, and overall feeling among the variety of residents and businesses. We see it as a wonderful place to raise our child, but at the moment we can't find a public school option that makes us feel comfortable in regard our daughter's education.

We would highly welcome The Red Hook Charter School to become an integral part of our community.

Sincerely,



Carlos Romero
Pilar Montero
parents of Abigail Romero-Montero



132 Coffey Street
Apt A
Brooklyn, NY 11231
March 24, 2011

New York State Education Department
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

My parents were teachers for the Department of Defense Dependents Schools in Europe. That system was designed to provide a standardized American public school education regardless of where the student's parents were stationed. The average military family moves once every two years. Because of the DoD schools, they can move without disrupting anyone's education and the children graduate at 18 ready for college. I went to school in Turkey, Belgium, and three different schools in England. But the richness of my education came not from our standardized curriculum, but from our teachers and their engagement with and enthusiasm for the local culture. The objective for our best teachers (and my parents) was to create life-long learners. They wanted to prepare us for the world, to teach us skills, but also pique our interest in the world.

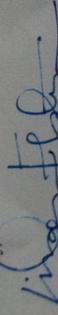
Red Hook has a peculiar charm; it combines a post-industrial wasteland with a fishing village and is populated by small business owners and freelancers. We have glassblowers, architects, woodworkers, playwrights, and chefs. We also have an unusually diverse population living in close proximity. Beyond our neighborhood, we have the immense cultural richness of greater New York. The world is accessible to us by public transportation. We can get to China on the F train.

I want to help build a school that embraces that diversity and introduces our children to these different experiences and professions. I want my son's education formed by the progressiveness and the professionalism of the New York that I love.

My son is almost two. I think him fairly bright and very charming. He will almost certainly be dyslexic. Many people in my family are. Balancing the needs of a child who is both bright and learning disabled is difficult in any classroom. My brother struggled with this as a child and his teachers struggled with him. As a parent, I'm obligated to provide my son with the best education I can. My fear is that we'll have to move out of our community in the hopes of finding a school that has the resources to give him enough attention. I am involved in the Red Hook Charter School project because I hope to stay and raise my son amongst our friends and neighbors.

Thank you very much for your consideration.

Sincerely,



Linden Elstran

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- ⁱ Resnick, L. B. (1999, June 16). Making America Smarter. *Education Week Century Series*. 18(40), 38-40.
- ⁱⁱ Friend, Marilyn, Ph.D. *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston: Allyn & Bacon, Inc, 2005.
- ⁱⁱⁱ Looping: Adding Time, Strengthening Relationships, Daniel L. Burke, *ERIC Digest*, December 1997, EDO-PS-97-25.
- ^{iv} The Buck Institute for Education and Boise State University, Department of Educational Technology. *What is Project- Based Learning*. (n.d.). Retrieved from <http://pbl-online.org/About/whatisPBL.htm>
- ^v Lake, K. (1994). *Integrated curriculum*. School Improvement Research Series (SIRS), Close-up #16. Portland, OR: Northwest Regional Educational Laboratory.
- ^{vi} http://pzweb.harvard.edu/mlv/index.cfm?content_section=4&content_page_id=11§ion_page_level=3
- ^{vii} <http://articles.latimes.com/2008/mar/09/local/me-math9>
- ^{viii} <http://www.achieve.org/CCSSandSingapore>
- ^{ix} Examples of college ready characteristics include: demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; come to understand other perspectives and cultures.
- ^x Buck Institute for Education http://www.bie.org/about/what_is_pbl
- ^{xi} <http://projects.nytimes.com/census/2010/explorer>
- ^{xii} <http://schools.nyc.gov/SchoolPortals/15/K015/AboutUs/Statistics/default.htm>
- ^{xiii} <http://projects.nytimes.com/census/2010/explorer>
- ^{xiv} http://pzweb.harvard.edu/mlv/index.cfm?content_section=4&content_page_id=11§ion_page_level=3
- ^{xv} Eckman, Ellen; Co-Directors: Characteristics of Dual Leadership Teams, Marquette University Education Faculty Research and Publications, July 1, 2006.
- ^{xvi} Enrollment Projections 2009-2018, Volume II Narrative Report, Prepared for the New York City School Construction Authority, September 2009.
- ^{xvii} <http://www.gothamgazette.com/article/iotw/20040517/200/981>
- ^{xviii} Kahlenberg, Richard D. "Can Separate Be Equal?" The Century Foundation, 2008.