

**Phase I: Letter of Intent to Apply**

NYSED Office of Innovative School Models  
89 Washington Avenue  
Room 475 EBA  
Albany, New York 12234  
Phone: (518) 474-4817  
Fax: (518) 474-7558



**Letter of Intent to Apply for a Charter**

If you plan to submit a charter school application to the New York State Education Department, please submit the following Letter of Intent and authorizer representative's contact information form to the Office of Innovative School Models by **Monday, August 9, 2010**. This will help the Office of Innovative School Models to more effectively communicate with applicant groups and to gather information about interest in expanding choice options in New York.

I understand that this letter and any other general application documentation that I submit will be posted on the NYSED website and made accessible to the public. Personal contact information will not be posted.

Please email this letter to [charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov).

Subject line of the Email: Letter of intent: [name of proposed school]

INTENDED DATE OF SUBMISSION	<u>September 21, 2010</u>
Name of proposed school	<u>Amani Public Charter School</u>
Conversion from an existing public school	<u>Yes</u> <input checked="" type="checkbox"/> <u>No</u>
Applicant's authorized representative	<u>Debra Stern</u>
District in which the school will be located	<u>Mount Vernon City School District</u>
Physical address of the school (if known)	<u>20 S. 2nd Av, Mount Vernon, NY 10550</u>
Composition of founding group (e.g., parents, teachers, non-profits)	<u>parents, teachers, higher ed administrators, residents and community leaders</u>
Proposed opening date (school year for which the school intends to open):	Fall of 2011

Projected Grade Levels and Enrollment

	Year One	Year Two	Year Three	Year Four	Year Five
Grade Levels	5	5,6	5,6,7	5,6,7,8	5,6,7,8
Projected Enrollment	80	160	240	320	320

Are you planning to work with a charter management organization (CMO)? Yes  No   
 If so, please indicate the name of the CMO. \_\_\_\_\_

Are you planning to work with a partner organization (such as a university, academic program partner, or whole school change model)? Yes  No   
 If so, please indicate the name of the organization. \_\_\_\_\_

Is this proposed school part of an existing network of charter schools? Yes  No   
 If so, please indicate the name of the charter school network. \_\_\_\_\_

Have you ever applied to this or another charter entity to open this proposed school or another charter school? Yes  No   
 If so, please indicate the date the application(s) was/were submitted and to which charter entity (use additional lines as necessary):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

  
 \_\_\_\_\_  
 Signature of Applicant's Authorized Representative

08/06/2018  
 \_\_\_\_\_  
 Date

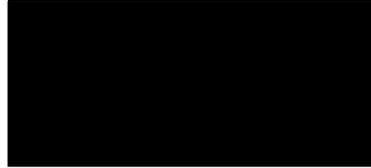
**CONTACT INFORMATION FOR APPLICANT'S AUTHORIZED REPRESENTATIVE**

*Please fill out the following information and submit with the letter of intent. This information will not be posted to the NYSED website.*

**Applicant's authorized representative**

Debra Stern

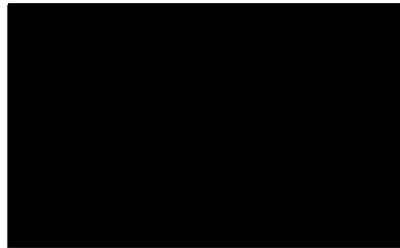
**Full mailing address (include city, state, zip code)**



**Daytime telephone number**

**Fax number**

**Email address**



## I. EXECUTIVE SUMMARY

### Mission and Vision

The mission of the Amani Public Charter School (“APS” or the “School”) is to provide 100% of Mount Vernon students who attend the school from the 5<sup>th</sup> through 8<sup>th</sup> grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice. APCS graduates are academically accomplished, intellectually curious, and civically engaged young people who tackle challenges diligently and creatively.

### Key Design Elements

There are three things that we will execute *ridiculously* well: great teaching, an exemplary academic program and strong school culture. Our program will adopt elements of the No Excuses Model that has proven successful in many charter schools. Every decision in the school at every level will be made through a process of goal setting, data analysis and program modification, which we refer to as the Continuous Cycle for Improvement. We are committed to a number of design elements which will deliver outstanding academic performance.

#### *Great Teaching*

We believe in the slogan made popular by Uncommon Schools, “Without Great Teachers, Nothing Else Matters.” Our faculty will be the champions and the backbone of the Amani community. Great teaching drives student achievement. We will employ a highly qualified faculty that will be committed to the middle school model and to teaching in an urban environment. We will expect teachers to be passionate about their content area and reflective about their practice. We will support the growth of master teachers with a robust embedded professional development program driven by the data on student achievement.

#### *Exemplary Academic Program*

We will develop a standards-based, rigorous academic program, with a strong focus on literacy and numeracy. Amani will be data-driven school. How are we doing? How do we know? These are the questions we will ask continuously. Data collection, analysis and reporting are the means to the answers.

We are going to create a data-based school culture. APCS will be a data-driven program in which teachers and administrators work together to analyze student assessment data, identify student needs and create instructional strategies to address them.

The Amani educational program will be based on best practices for middle schools, heavily influenced by the No Excuses Model. This model has proven effective in raising student achievement levels in at-risk student populations.

Amani’s small, structured school environment and its rigorous curriculum will lead to improved academic achievement for students who are eligible for the federal free and reduced priced lunch program.

We will offer a special education program that exceeds the statutory requirements of a least restrictive environment to provide an educational experience where special education students can truly thrive.

We believe the support of a dedicated ELL teacher, along with a structured program, will provide ELL students with the foundation they need to attain the achievement goals we have set for all students at Amani.

All Amani students will succeed in competitive high school programs, college and the career of their choice. We will create a learning community where the primary objective of all stakeholders is the advancement of the students.

### *Strong School Culture*

We will create a purposefully structured environment marked by rules, rituals and routines. In order for learning to take place, the school environment needs to be safe for both staff and students alike. There will be clear expectations for behavior and a consistent approach to school discipline. Our students will be in school more time in the day and more weeks in the year. The instructional day will begin at 7:45 A.M. and continue until 4:00 P.M. Amani students will be in school an average of 495 minutes per day, compared to 367 minutes per day for students in the Mount Vernon middle schools. The School will operate for 195 days per academic year, three full weeks longer than the traditional Mount Vernon schools, where a 180 day year is the norm.

Amani will be a small school, enrolling 80 students in the first year. While research is mixed regarding the effect of small *class* size, it does indicate that a small *school* size has a positive impact on student outcomes. A full enrollment of 320 students allows Amani to execute a strong assessment system and to closely monitor student achievement every step of the way.

### Founding Group's Capacity

#### *Who We Are*

Our founding team includes a coalition of Mount Vernon residents, educators, parents, grandparents, non-profit representatives, and community and civic leaders. Mount Vernon is a small, insular community. Interpersonal relationships and histories carry great weight as a result. It would be extremely difficult for a perceived outsider to engender community support. Of the eleven prospective Amani board members, five are lifelong members of the Mount Vernon community and were educated in its public schools. They include deacons at local churches, past employees of the Mount Vernon City School District, a former school board trustee, a past trustee of the Mount Vernon Library, a trustee of the Mount Vernon Library Friends Foundation and parents of children presently in the Mount Vernon public schools.

Our founding board includes a partner in a global law firm who is prepared to lend his own time and to seek out *pro-bono* legal assistance for the school; a former Mount Vernon school board trustee who has worked as a business manager for a public charter school; and a Certified Public Accountant with extensive professional experience as a controller for a multibillion-dollar division of a public company. Two members of our board bring a background in education. One is a long-time professor of education who has expertise in professional and curriculum development as well as school administration; the other is an Admissions Director at a public college in New York State who brings a strong operations background as well as visibility into the remote end of the Amani students' educational journey. One prospective board member started her own local non-profit in the area and brings a strong community perspective; another has worked in capacity-building for not-for-profits; and the last brings a background in governmental affairs from his years as a special assistant in the Office of the Governor of New York State.

**II. STUDENT POPULATION**

A. Student Enrollment

Amani will admit new students in the 5<sup>th</sup> and 6<sup>th</sup> grade only. Based on discussions with leaders at charter schools, specifically an Operations Manager at KIPP and the Principal of the Charter School of Educational Excellence (the only charter school located in Westchester County), 10% attrition in each year is anticipated. Our goal is to maintain an enrollment of 320 students when the school is at full capacity. We feel that this is an optimal level to foster a small school environment. Amani will be characterized by a structured, high-expectations culture, and students who are exposed for four full years are the most likely to benefit and to succeed academically. Presently, the middle schools in Mount Vernon are 7<sup>th</sup> and 8<sup>th</sup> grade only. We believe that starting our school in the fifth grade will allow us to intercede and assist the students during a pivotal time in their academic, social, physical and emotional development.

School Year	2011-12	2012-13	2013-14	2014-15	2015-16
5 <sup>th</sup>	80	80	88	88	88
6 <sup>th</sup>		80	80	88	88
7 <sup>th</sup>			72	72	72
8 <sup>th</sup>				72	72
Total	80	160	240	320	320

B. Target Populations

Mount Vernon is a densely populated suburban city covering four square miles with a high concentration of poverty in what is colloquially known as its *south side*. Railroad tracks run through the center of Mount Vernon, and for decades divided it roughly into rich and poor, white and black, privileged and under-privileged, with the latter living south of the tracks. We plan on placing the school facility squarely within the two square miles of the south side, in zip code 10550. The demographic data in the New York State Report Cards reflects clearly that a concentration of high needs children is situated in proximity to Mount Vernon’s south side elementary schools and along its western corridor.

Identifying and Attracting Free and Reduced Priced Lunch Eligible Students

The highest density of children eligible for free and reduced price lunch can be found near four elementary schools. These schools are Parker, Hamilton, Williams and Grimes.

The table below reflects the free and reduced lunch eligible student enrollment percentages for these elementary schools.

Parker	Grimes	Hamilton	Williams
72%	53%	71%	80%

Source: New York State Report Cards 2008-2009

Fundamentally, we know where the density of high needs children exists. We know that it is going to require an enormous ground initiative to reach parents and caregivers of the target population. The School will be publicized and marketed throughout the community to a broad cross-section of families and prospective students. We will recruit free and reduced priced lunch eligible children in numbers that are comparable to or greater than the Mount Vernon City School District using the following specific tactical measures:

*Door-to-Door Information Distribution:* Target students can be found in the following housing complexes: Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing). In each one the Amani team enjoys one or more resident contacts prepared to serve as community liaison to gain access. We have prior experience conducting door-to-door campaigns in these buildings, as several founding board members are also Mount Vernon Democratic District Leaders. This is a strategy that we will use to reach families that are traditionally less informed about educational choice.

*Mailing:* We have focused a majority of our informational outreach over the last few months in the 10550 zip code. This was an important strategic move to educate a segment of the community that is somewhat less aware of school choice options and about charter schools. This effort was concomitant with the petition process. We have over 385 signatures in support of the charter school, 105 of which are from parents of children eligible to attend grade 5 in September 2011. A large majority of these supporters live in the 10550 zip code. If the School’s application is approved, Amani will send letters to all families, outlining the opening of the school and alerting these individuals to the lottery process.

*Open House:* Community-style open house meetings will be held in the Doles Center, the Mount Vernon Public Library and the Mount Vernon Family YMCA. All are community institutions located in the 10550 zip code. The public library director has submitted a letter of support to the project. The Mount Vernon Family YMCA is a partner with us, serving as a potential landlord.

*Retaining Students:* Our student retention rate will be linked to the degree to which parents feel confident that the needs of their children are being met. It will be critical to respectfully communicate with parents about issues that are important to them, and to continuously monitor and measure the parents’ perceptions of the program and of their children’s safety and educational progress. Our founding team is well equipped to do this, as a majority of us live in the community, utilize the resources in the community and reflect the population that we plan to serve.

Identifying and Attracting Students with Disabilities

The special education classification rate in Mount Vernon is elevated relative to the neighboring communities and relative to New York State overall. In Mt. Vernon 13.67% of students are classified, 9% in New Rochelle, 8% in White Plains and 10% in Pelham. (Source: New York State Report Cards, 2008-09)

The table below reflects the enrollment of students with disabilities in the target elementary schools:

Parker	Grimes	Hamilton	Williams
29%	11%	17%	23%

Source: New York State Report Cards 2008-2009<sup>1</sup>

The grades 3-8 assessments as reflected in the New York State Report Cards indicate that students with disabilities are performing worse in Mount Vernon than in neighboring communities by a significant margin.

In Mt. Vernon, 14% of students with disabilities are performing at grade level on the ELA assessment. In New Rochelle, a similar sized district, there are 34% at or above grade level; 28% in White Plains, a

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<sup>1</sup> These percentages were determined by dividing the number of students with disabilities by total enrollment as reported in each school’s New York State Report Card, within the data for School Accountability for Elementary/Middle Level English Language Arts.

demographically similar district; and 67% in Pelham, a neighboring district. (Source: New York State Report Cards, 2008-09) Simply stated, although Mount Vernon’s neighboring districts have fewer students with disabilities, they are doing a notably better job at educating them.

The overwhelming majority of classifications come about as a result of behavioral issues. This information has been shared anecdotally by principals throughout the district and alluded to at district-wide school board meetings. It is difficult to determine the exact breakdown of the special education classifications in the district. The statewide statistics suggest that students might be over-classified in Mount Vernon.

We will recruit students with disabilities in numbers that are comparable to or greater than the Mount Vernon City School District using the following specific tactical measures:

*Newspaper/Cable TV/Radio PSA:* We are going to use free media to the extent practicable to get information about Amani’s special education program into the community. We understand that it will take an extensive public education campaign to inform people that special education services are available and to describe the qualifications of Amani’s special education faculty. Amani has appeared in local publications like the Mount Vernon Inquirer and we continue to make such appearances through our intensive community outreach efforts. We also have developed a relationship with popular local morning show host Bob Marone on WVOX1460 Radio and have appeared on his show to discuss the Amani Public Charter School. Many parents turn to this show for local information about the school district.

*Open House:* Information sessions will be held throughout the Mount Vernon community with organizations that serve special education families such as Family Ties, the Districts Special Education PTA, and Westchester Jewish Community Services.

*District Outreach:* One-on-one meetings will be held between the APCS’ Executive Director and APCS’ special education staff with any parents of special education students who express interest in learning more about how the school can meet the particular needs of their child.

We believe that applying consistent expectations to all aspects of school life will be the hallmark of the Amani program and will be critical for supporting the retention of the special education population.

Identifying and Attracting English Language Learners

The community of English Language Learners is complex. Three elementary schools have elevated ELL population percentages. The table below reflects the enrollment of English Language Learners at targeted schools:

Columbus	Hamilton	Lincoln
24 %	22 %	20 %

The number of ELL students in Mount Vernon’s neighboring communities is extremely low by comparison, with the exception of New Rochelle where it is 11%. (Source: New York State Report Cards, 2008-09)

The profile of an ELL child in Mount Vernon is one with immigrant parents with a high school education who place a very high value on education. Largely due to language barriers, these parents experience challenges in accessing the resources of the city and the schools. Often the child knows more English than their parent. It is common for a sibling to adopt a liaison role for the family.

We will recruit English Language Learners in numbers that are comparable to or greater than the Mount Vernon City School District using the following specific tactical measures:

*Building Trust within the Community through Identified Community Leaders.* The Mexican and Brazilian communities have focal points in Mount Vernon where it is fairly easy to draw an audience for recruitment purposes. While the community is dispersed throughout the city, there are focal points located primarily in the western section of Mount Vernon along west Lincoln Avenue. For example, the Brazilian Bakery, Padaminas, on West Lincoln Avenue is owned by the —Unofficial Mayor of Mount Vernon’s Little Brazil.” He is also the owner of two nearby restaurants. Over the course of the development of our application, he has offered insight into the challenges of recent immigrants and made his community-based establishments available for open houses and outreach efforts. He has introduced members of the design team to clergy and other Portuguese-speaking people who are supportive of education options for the children of Brazilian immigrants. We are also actively pursuing this individual to be a member of our board.

*Meeting the Community Where They Are.* The focal point for the Latino community centers around several churches: Our Lady of Victory Roman Catholic Church, de Nuestra Señora de Monte Carmelo (Our Lady of Mount Carmel) Roman Catholic Church and St. Ursula’s Roman Catholic Church. All hold native language services. Design team members have visited each of these churches and have met with the clergy. We will hold community-style open houses at each of these churches, led by a Spanish and Portuguese-speaking member of our team.

*Appropriate Materials in Native Languages.* APCS will go to great lengths to assure that its materials are understandable for all levels of reading abilities and languages. All promotional materials, past and future, are translated to Spanish and Portuguese.

We will emphasize the personalized nature of our educational program and explain to parents and families the lengths to which we will go to in order to ensure retention.

#### How We Will Serve Free and Reduced Lunch Eligible Students

Students from economically depressed neighborhoods with high concentrations of poverty are less likely to graduate high school or college and more likely to engage in risky behavior. We will serve these students by offering them an academically rich environment in which to thrive.

Researchers agree that the key agent in breaking the cycle of poverty is academic achievement. Current achievement data for Mount Vernon indicates that many students are not equipped with the skills needed to succeed in higher education. Mount Vernon High School has been a school in need of improvement for several years. Overall the graduation rate for Mount Vernon High School is 65%. The two middle schools in Mount Vernon have also struggled academically. In 2010 at Longfellow Middle School, 28.7% of eighth grade students scored at or above level 3 on the state ELA exam, while 41.7% scored at or above level 3 on the state math exam. In the same year at Davis Middle School, 27.0% of eighth grade students scored at or above Level 3 on the state ELA exam, and 23.9% scored at or above level 3 on the state math exam. Amani’s program will raise the academic achievement of students so that they will be more likely to attain high school graduation.

Davis Middle School, with almost 900 students, exceeds the size that researchers have recommended for schools to address the developmental and academic needs of their student population.<sup>2</sup> Large schools do

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<sup>2</sup> Research indicates that an effective size for a secondary school is 400-800. Williams, D. T. “The Dimensions of Education: Recent Research on School Size.” Working Paper Series. Clemson, SC: Clemson University, Strom Thurmond Institute of Government and Public Affairs, December 1990.

not allow for the personal attention that many students from poverty need. Research indicates that small schools, particularly for an academically at-risk urban population of students, lead to improved academic achievement, improved student attitudes towards school, increased extracurricular participation, higher attendance rates, and lower dropout rates.<sup>3</sup> Amani's small school environment will impact the retention of these students.

#### How We Serve English Language Learners

First and foremost we will develop a program that will respect the home language of our students. The inclusion model for English Language Learners is based on the belief that the acquisition of verbal skills is enhanced through immersion. All faculty members will receive training on ELL teaching strategies. We plan to hire a full-time ELL teacher who will provide push-in and pull-out intervention during ELA class time. We strongly believe the special support that the ELL teacher, along with a structured program, will provide students with the foundation they need to attain the achievement goals we have set for all students at Amani. As indicated by the actual enrolled ELL students, we anticipate that we will hire an ELL coordinator in a part-time capacity, at minimum, at the beginning of the life of the school. We will make a concerted effort to employ, at minimum, one staff member in the building who is fluent in Portuguese and one fluent in Spanish.

#### How We Will Serve Students with Disabilities

Amani will provide a program that will serve students with disabilities based on their individualized education plans (IEP), as developed by the Committee on Special Education (CSE) of the Mount Vernon City School District. Amani is built on the concept of inclusion for all students. All students will have access to the same curriculum and materials. The flexibility that is inherent in charter schools, the laser focus on data and the collaborative nature of the school culture enable Amani to offer a special education program that exceeds the statutory requirements of a least restrictive environment and to provide an educational experience where special education students can truly thrive.

Amani will deploy a collaborative team-teaching model for ELA and Math. There is an enormous measurable benefit to having two teachers in the classroom for these core subjects. Further, the special education teacher travels with the students as they move from class to class. This technique extends the opportunities for students to make connections with an adult and for a small educational environment within the school. There will be time during scheduled enrichment and advisory times for students requiring even more support.

The faculty will receive specific training and professional development regarding special education students. Therefore, the school leadership intends to reach out to organizations such as Accomplish Network to provide training, coaching and professional development on special education. The school will employ a part-time special education coordinator to provide on-going training, within the school's embedded professional development model, covering the referral process to the district's CSE, implementation of the students' IEPs, evaluation of students' progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE and the importance of confidentiality.

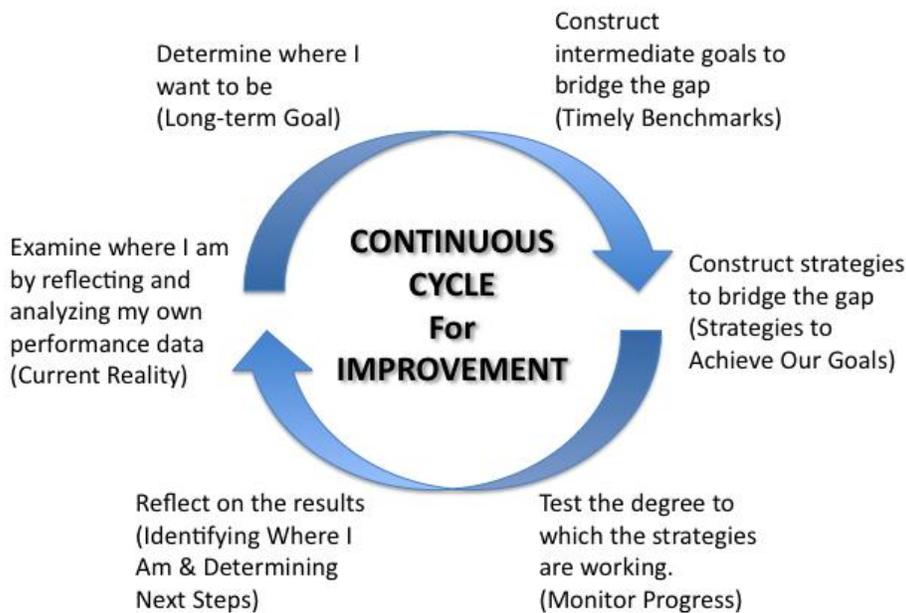
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<sup>3</sup> Cotton, Kathleen. "School Size, School Climate, and Student Performance." Northwest Regional Educational Laboratory. May 1996. <http://www.nwrel.org/scpd/sirs/10/c020.html>

### III. School Design

The educational philosophy of Amani is oriented around the Continuous Cycle for Improvement. Every decision in the school at every level will be made through a process of goal setting, data analysis, and program modification. Whether it is school-wide systems for attendance and discipline, teacher evaluation, professional development, or Response to Intervention for struggling students, the school will utilize formative assessment techniques to move the school forward towards its goals. All decisions that get filtered through the cycle will be geared towards the paramount goal of increasing student performance. If an intervention or corrective action at any level does not indicate a relationship to positive student growth, it will be subjected to review and modification.

#### *Continuous Cycle for Improvement*



Amani will open its doors with several presumptions about the essential ingredients for the success of middle school students. According to Wavering (1995) a middle school provides a bridge between the nurturing and support of the elementary classroom and the independence and self-discipline required at the high school level (pg. 10).<sup>4</sup> Amani will be the true definition of this bridge for the Mount Vernon Community. Presently the two middle schools are grades 7 and 8 and follow a more junior high school model.<sup>5</sup> We have chosen to start our school in the fifth grade and follow the middle school model as first developed by Eichorn (1966). At the time, Eichorn stated that the intent of the middle school is to provide a curriculum which includes provision for a planned sequence of concepts in the general education areas; major emphasis on the interests and skills for continued learning; a balanced program for exploratory experiences and other activities and services for personal development; and appropriate

<sup>4</sup> Wavering, M.J. (1995) *Educating Young Adolescents; Life in the Middle*.

<sup>5</sup> Tye, K.A. (1985). *The Junior High: School in Search of a Mission*.

attention to the development of values” (pg. 3).<sup>6</sup> We intend to build this program with an emphasis on outstanding teaching, rigorous academic program, and awareness of the developmental issues of the young adolescent.

As part of the development of the school, the design team turned to research on the best practices for developing Middle Schools and the development of young adolescents. Numerous site visits to high-performing, public, urban elementary, middle and high schools, combined with our core beliefs, have informed our specific instructional philosophy.

Our structured classroom environment will help students to understand that the educational process should be honored. We expect that our students’ best selves will show up every day. The students will be told that they are part of the learning community and we are all working together - faculty, staff and administration, as well as their families - to help them reach their goals. These ideas will be influenced by the No Excuses Model. Our school environment will promote the value of hard work, discipline and the setting of and reaching for long-term goals.<sup>7</sup>

Members of our board visited at least 11 charter schools throughout the tri-state area. Schools visited included: Democracy Prep, KIPP Academy Middle School, Boys and Girls Harbor, Amistad Academy, Dream Charter School, Boys and Girls Harbor, Charter School for Educational Excellence, Girls Prep Bronx, The Bronx Preparatory Charter School, The Equity Project, Fahari Academy and Renaissance. These visits helped us to shape a concept of what a successful Charter school looks and feels like. In discussions with the school leaders we were able to shape an idea of how a successful charter school operates. Through in-depth study of these and other school programs, we are able to understand the methods needed to drive student achievement.

A key take-away from these visits is that school culture is a critical ingredient to the students’ success. We will create a strong, supportive school culture marked by rules, rituals and routines to establish the tone for a sound academic environment. Our visit to Amistad Academy influenced the ideas of the importance of a coming together of the whole community to celebrate each other. Every day at Amani will begin with morning meeting. Each meeting will be kicked off with our Amani Pledge

*Education is power.  
I am powerful because I am smart.  
Education is my weapon,  
learning is in my heart.*

This pledge will be important because we are attempting to instill in Amani Students the idea that learning is a lifelong journey and that high academic achievement and confidence in their ability to reach their goals is essential; they are Amani Achievers. Our goal is not to create *data bots*. Rather, we are concerned with the whole student. What we teach will not be relevant unless there is a connection to the individual student and their own personal power.

We will create an environment that is highly structured. The tone of the school will exude an intense seriousness about the value and benefits of learning and will be tightly focused on the preparation for the next stage and phase of the students’ academic lives. In order for learning to take place, the school environment needs to be safe for both staff and students alike. Clear expectations will be set for behavior with a consistent approach to school discipline.

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<sup>6</sup> Ichors, D.H. (1996), *The Middle School*.

<sup>7</sup> Thernstrom, A. & Thernstrom, S. (2003) *No Excuses: Closing the Racial Gap in Learning*.

The importance of professional development was also evident from many of our school visits. We learned that many successful charter schools release their students early one day a week for professional development - The Bronx Preparatory Charter School at 12:00 P.M. on Wednesday and Coney Island Prep at 1:45 P.M., for example. We will adapt this model into our schedule. Our students will be released at 2:00 P.M. one day per week, allowing for two hours of weekly school-wide professional development. This time will be used to analyze assessment data and create plans to meet academic performance goals. The time will be dedicated to school-wide issues as well as grade level and content area specific issues as the school grows.

It is worth noting that this is a dramatically different approach to professional development versus the Mount Vernon City School District. The district holds 3 professional development days per year, totaling approximately 18 hours. Amani will hold more than 80 hours of professional development, a 4X increase. In addition, Amani's approach is to embed teacher training within the weekly routine of the teaching schedule so that relevant techniques and strategies may put into practice, and measured for efficacy, immediately. Here again, is an opportunity to apply the School's overarching concept of the continuous cycle of improvement.

The main objective for our visit to Girls Prep Bronx was to understand ways for two faculty members to effectively teach as a team in a classroom. At Girls Prep Bronx, there are two instructors present in classrooms — a fully certified Lead Teacher and a Fellow or Associate. This model allows for increased individual attention and daily small group instruction. This model will be effective for our student population. We will incorporate this model into our program by having two faculty members present in the ELA and Math classes. Girls Prep Bronx works with Princeton 55. We are exploring working with this program and also with local colleges to create a fellows program.

Our prospective Executive Director visited the Renaissance Charter School and spoke extensively with the Special Education Coordinator. The insights she gained regarding the IEP process and the Wilson Reading System will be considered for implementation in our program. We anticipate a significant number of Amani's students will require reading remediation.

A highly disciplined culture is integral to establishing an environment where students can achieve at high levels. Another school we visited is the Fahari Academy in Brooklyn. We were particularly interested in understanding how the structured culture, described in great detail in Fahari's charter application, is operationalized day-to-day. We will adapt many of the similar routines that we observed during our visit. We will clearly define acceptable and unacceptable behaviors. Our children will understand that within the walls of Amani we are respectful to each other and the learning process. Through our small group advisory we will help students to make smart choices. We plan on implementing a school-wide behavior management system of rewards, including an internal pay-check system with students earning —A MONEY," a play on the name of the school. Students will earn paycheck deductions or additions depending upon their behavior. We believe, however, that it is not enough to manage student actions. We need to proactively work to help students understand the reasons for and importance of behaving appropriately. To that end we have included numerous opportunities to explicitly teach character education through the advisory program.

On our visit to KIPP Academy Middle School in the Bronx, we were able to see how the No Excuses Model is put into practice. This is among the highest performing charter schools in New York and has a track record for increasing student achievement. The choice to begin our program in the fifth grade was reinforced by our observations of the KIPP middle school visit. We have been fortunate to have access to a KIPP middle school staff member over the course of our school design initiative. He provided valuable

insight into the implementation of the KIPP model. We believe that an intensive focus on academics with structured student support will help our students attain success.

The Amani school design will fulfill the following eligibility criteria and outcomes:

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

We recognize that there is no easy solution to closing the achievement gap. Rather, we are committed to a series of design elements which have proven to result in improved academic performance.

*More Time to Learn*

Significant numbers of students will enter APCS behind grade level. To bring students up to and beyond grade level, we will provide an extended school day and year. The school day in the middle schools in Mount Vernon runs from 8:03 A.M. to 2:10 P.M. APCS' school day will begin at 7:45 A.M. and end at 4:00 P.M. The School will operate for 195 days per academic year, three full weeks longer than the traditional Mount Vernon City School District program. During the longer day, students will have longer reading and writing periods. Students will have 90 minutes of math instruction daily. There will be a tutoring block after the regular school day for students needing additional help. Faculty will refer students to tutoring based on an on-going review of student achievement results. We have built into our schedule a 50-minute remediation period for students. Those who do not need remediation during this period will participate in enrichment activities.

*How We Will Teach*

Our teaching model considers what is socially and academically appropriate for our students balanced with what allows our faculty flexibility and creativity in exploring the subject matter. Multiple instructional methodologies enable us to meet the needs of individual learners versus having the individual learners conform to one academic approach. While we will use direct instruction for the skills-based classes, we will use experiential and exploratory approaches in other areas, such as social studies and science. It is our hope that we can have an eclectic approach to teaching, as it best suits our staff and students.

*Individualized Learning*

Each student will have an individualized learning plan. The individualized learning plan is part of the process of goal setting, planning, action and review that is central to the Amani program. The students will set their individual achievement goals. Ongoing assessment and the analysis and use of assessment data will be key to helping the student achieve their goals. Instruction will be tailored to address individual student needs growing from their individualized learning plan.

*Outstanding Faculty*

The Amani Public Charter School's educational model places a priority on teacher training and professional development. The school will hire highly-qualified faculty whose academic credentials and prior experience demonstrate a "god fit" with the objectives of the school and a high likelihood of success providing instruction to diverse groups of students in an urban charter school environment. The school will also provide extensive professional development. Indeed, it will be through the school's professional development model that Amani Public Charter School faculty will continually acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. It will be the Amani Public Charter School's expectation that faculty will learn together, solve problems in teams or as a whole faculty, and will feel both individual and collective accountability for the success of every student in the school community.

### *Differentiated Instruction*

We will meet individual learners where they are. That is to say, Amani will provide academic rigor appropriate to the level of each child. This will include utilizing differentiated instruction. Teaching strategies will be responsive to children who have different styles and paces of learning through provision of different pathways to reaching desired goals. Teaching will have a "capacity-building" approach: focusing on children's interests and strengths rather than viewing differences as deficits. Every student has strengths and weaknesses. All children, regardless of ability, will need modifications at some point in their educational career. Differentiated instruction requires that faculty know children well and work to build on individual children's strengths to improve areas of need.<sup>8</sup>

### *Intense Focus on Literacy*

There will be an intense focus on literacy and the development of ELA skills. Amani subscribes to the belief that in order for students to become proficient readers and writers of English—and in order to develop the reading comprehension proficiency necessary to excel in other academic subjects—schools must institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction. This is especially true at the middle school level, where reading comprehension skills must become increasingly sophisticated to address the demands posed by more challenging academic expectations. Beyond the primary grades, students need to grapple with texts that are expository, dense, and full of new, more difficult vocabulary, especially in math, science, and social studies.<sup>9</sup>

The School must therefore focus its instruction on improving students' ability to transact meaning with complex texts. There will be a 90-minute block of ELA instruction each day. The school's ELA instructional program will also emphasize the development of strong writing skills, with writing instruction partnered with the reading of literature and aimed at developing proficiency in writing in a variety of genres (e.g. descriptive essays, persuasive writing, fiction, poetry, etc.).

### *Intense Focus on Mathematics*

The School's daily math instruction will reflect the philosophy that students must be equipped with strong mathematical and computational skills to be successful on state math exams, in high school and college mathematics courses and in our increasingly competitive economy. Mathematics instruction at The School will reinforce and strengthen students foundational learning regarding number sense, computation and geometry while building their understanding of probability and statistics, algebra, computation with fractions, decimals, and percents and other important math concepts incorporated into the state performance standards

We are considering utilizing the Saxon Math Textbook-based program with embedded differentiated instruction problem solving, real world applications and meaningful hands-on activities. Students will learn to reason, communicate and make connections. Adapted lessons give students with learning difficulties the help they need.

### *Comprehensive Services for Special Education and English Language Learners*

We will provide comprehensive services and programs to help all of our students to succeed. These services and programs will include: a full special education program utilizing special education faculty and, as the school grows, a full-time Special Education Coordinator, with support from social workers; an ELL instructional program designed to promote English language proficiency and academic achievement

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<sup>8</sup> Tomlinson, C.A. & Edison, C.C. (2003) *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5–9*.

<sup>9</sup> Allen, R. (2000) *Before It's Too Late: Giving Reading a Last Chance*. Curriculum Update.

for all ELL students; and academic intervention services and other initiatives to address the needs of students who are at-risk.

#### *Family Involvement*

Parents and schools need to be partners in a child's education. The two need to be aligned philosophically and reinforce each others' messages, so that the child is surrounded by a coherent, consistent and collective voice which nurtures, encourages and demands academic success. We will foster a successful partnership with the parents of our children through information sessions, home visits, family surveys, newsletters and parent orientation sessions.

We will also work to establish a chapter of the Parent Teacher Association, chartered through the New York State PTA (NYSPTA). The Board has reached out to the Regional Director of the Westchester East Putnam PTA regarding chartering a unit. The lead applicant, when she served as President of the Mount Vernon PTA, chartered a new PTA unit and supported all 13 PTA units throughout the district. NYS PTA is prepared to assist charter schools in meeting the academic, social, physical, and emotional needs of students through the creation of new PTA units. PTAs promote active parent and family involvement and provide access to PTA programs, services, and leadership. NYS PTA acknowledges charter schools as an avenue to school reform and supports actions that rationally invest in innovation and experimentation. This will be only one of many actions we will take to involve parents and community.

#### *College is the Goal*

The entire faculty at Amani will work as a team with a vision that our students are all college-bound and will be prepared for college preparatory programs in high school. We recognize that every student can be potentially at risk at any time in their academic career, particularly given the nature of the developmental stages of young adolescents. Therefore we believe that the very nature of our program and the basic structures - focus on literacy, extra learning time, use of assessment to inform instruction, disciplined environment, and time for remediation, enrichment and advisory services - will contribute to the success of all our Amani students.

#### b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop outs and those below grade level)

We are opening a middle school so therefore this question is not fully applicable although, as described elsewhere, we believe that the Amani program will have a lasting impact on our middle school students to encourage and enable them to graduate from high school and succeed beyond.

#### c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable).

Early in the development of the School the design team undertook the study of two pieces of literature, *Reviving Ophelia* and *Raising Cain*, in order to understand the "chaos of adolescence."<sup>10</sup> As a middle school, we will enroll students between the ages of 10 and 14, right in the eye of the adolescent storm, when these young people are facing dramatic changes in their physical, social, emotional and intellectual growth and development. Lipsitz (1984) argued that "successful middle schools begin with an understanding of the 'why' of the middle level education- the developmental challenges that young adolescents face as they move from childhood to adulthood." She argues that without that understanding educators cannot possibly deal with the "what" and "how" of schooling (pg. 168).<sup>11</sup> Our goal is to create

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<sup>10</sup> Kindlon, D & Thompson, M. (2000) *Raising Cain: Protecting the Emotional Life of Boys.* & Pipher, M. (1994) *Reviving Ophelia: Saving the Selves of Adolescent Girls.*

<sup>11</sup> Lipsitz, J.(1984) *Successful Schools for Young Adolescents.*

a model school environment that promotes teaching and learning while keeping in mind the developmental needs of young adolescents.

### *Looping*

To create a learning environment that fosters the development of meaningful relationships we will institute looping in the 5<sup>th</sup> and 6<sup>th</sup> grades. This will provide a stable learning environment to support the students' developmental changes and allow us to respond to their individual needs. There are clear advantages to creating a long-term teacher-student relationship in the first two years of the student's time at Amani. For the age of the 5<sup>th</sup> and 6<sup>th</sup> graders entering Amani, 10 – 12 is a critical time for cultivating consistent relationships. Looping provides a structure that fosters this.<sup>12</sup>

### *Interdisciplinary Teams*

We will implement interdisciplinary teams from different subject areas with a common group of students. They will plan, coordinate and evaluate curriculum and instruction. This model will provide the Amani faculty with a collaborative and supportive work group. For students this will continue to reinforce our efforts to develop stable relationships within the school. The schedule will build in common planning times for faculty, which has been found to be critical for the success of interdisciplinary teams.<sup>13</sup>

### *Advisory*

We will institute an advisory program. According to Beane and Lipka (1987) advisory programs are non-formal interaction systematically developed units whose organizing center is drawn from the common problems, needs, interests or concerns of young adolescents, such as "getting along with peers," "fitting in school," or "developing self-concept."<sup>14</sup> In the best of these programs, young adolescents have an opportunity to get to know one adult really well, to find a point of security in the institution and to learn about what it means to be a healthy human being. We will study the advisory program run by the Larchmont Mamaroneck Community Counseling Center at the Hommocks Middle School in Mamaroneck. Advisory time will provide students with the opportunity to play out emotions and promote self-assessment. Through advisory programs, we will provide educational experiences, such as role-playing and reading that will help our young students understand that their problems are not unique and that they "are not the only ones." Every adult in the school will be responsible for an advisory group. For example, in the first year there will be at minimum 10 adults who will be able to lead an advisory group (Executive Director, Director of Curriculum and Instruction, Director of Operations, four faculty, Special Education Teacher, ELL teacher and Social Worker). This will allow us to create optimal-sized groups for advisory programs and to create the communal, collegial atmosphere that we strive to develop. We also plan to organize the advisory groups as single-sex in order to encourage more frank discussion.

### *Clear Expectations*

Significant time during staff orientation will focus on working with faculty to speak using one voice regarding behavioral expectations. We will bring in an organization such as Accomplish Network to assist us in crafting our professional development program on behavioral management. By being clear, deliberate and predictable in setting expectations and following through with consequences, students will quickly learn that at APCS discipline is a serious matter.

We will define Amani by an environment and culture that celebrates learning as fun and engages students in the process through free will and not against their will. Given the relative increase in the time the

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<sup>12</sup> Thompson, N. L., Franz, D. P., & Miller, N. (2009). Research summary: Looping. Retrieved June 15, 2010 from <http://www.nmsa.org/Research/ResearchSummaries/Looping/tabid/2090/Default.aspx>

<sup>13</sup> Mertens, S.B., & Flowers, N. (2004). Research summary: Interdisciplinary teaming. Retrieved June 15, 2010 from <http://www.nmsa.org/ResearchSummaries/Summary21>

<sup>14</sup> Beane, J. & Lipka, R. (1987). When kids come first: Enhancing self-esteem.

students will spend at Amani through our longer day and year, the staff will immerse the students in a learning environment that excites them about their academic studies while pushing them to achieve their goals.

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

Amani will support a data-driven instructional program in which faculty and administrators work together to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them. Ongoing assessment and the analysis and use of assessment data will be a key. Through professional development, use of appropriate technologies and ongoing analysis of and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, including students at risk for academic failure, and establish appropriate instructional protocols and interventions to address them.

We will utilize a variety of high-quality assessments to measure understanding and critical applications of concepts. At the start, each newly registered student (all 5<sup>th</sup> graders and any first time newly registered 6<sup>th</sup> graders) will be administered a battery of assessments to determine their proficiency with respect to vocabulary, decoding and comprehension and to pinpoint literacy deficits. We are considering the following assessments: Critchlow Verbal Language Scale to measure vocabulary and the San Diego Quick Assessment to measure reading ability. These have been chosen because they are paper and pencil tests that can be administered in the student's home during the home visit. They will provide the school with a base line to determine placement for students in ELA and also remediation needs.

Also either during the home visit period, or during summer orientation, students will be administered the Language Assessment Battery R to help assess LEP status. This will help us to determine the support and remediation needed for our ELL students.

We will utilize nationally normed testing, such as Terra Nova, in the spring of each year. This will help us to measure the overall efficacy of the program. Results will affect curriculum decisions. It will also provide a perspective on the overall achievement of our students and to determine if the curriculum is meeting goals and objectives.

We will utilize periodic teacher-developed assessments every 4-6 weeks, weekly quizzes and daily assessments. These will help us to determine the pacing of the curriculum, make curriculum choices and determine remediation needs. The weekly and daily assessments will help our teachers to get a clear understanding of our students' performance in real time. Assessments will be used weekly, periodically and quarterly.

Comprehensive exams will be given at the midterm and end of terms. This information, while helping to determine the overall efficacy of Amani's curriculum and instructional design, will also provide information that we can provide to the board of directors as a dashboard indicator of program alignment with New York State learning standards.

We will hire a Director of Curriculum and Instruction (DCI) who will be singularly focused, to the greatest degree possible, on instructional leadership, to support Amani Charter School faculty and to expand and strengthen their instructional capacity. The DCI will use frequent classroom observations and examination of data to determine if there are any school-wide, grade-wide, class-wide, subgroup-wide or department-wide challenges that need to be addressed. The DCI will coach the school's instructional staff and provide training and guidance in the use of data to drive instruction in their work with all learners, including special populations. We will establish an internship program with the local college, specifically

focused on data analysis. We saw this internship type of program developed at The Equity Project, a charter school in New York City, and will outreach to Zeke Vanderhoek, TEP's founder, for further information on how to best structure such an initiative.

There will be regular communication between school and home regarding the nature and purpose of assessment. We will educate parents on the meaning of data and assessments and their role in helping to improve student academic achievement. This will occur primarily through the PTA, and we will work with the parent leadership to design appropriate workshops for PTA meetings.

Formative assessments will be used to measure content mastery and to inform instruction. Examples of these are observations, work samples, teacher anecdotal records and school-based interim assessments and quizzes. For example, we expect that faculty will collect student folders on a consistent basis and provide feedback to the students. Weekly quizzes will be used to track student progress and the data collected from these quizzes will be used to inform instruction.

Summative assessments will be used as a measurement tool to help us understand what our students know and how much they need to know by student, by grade and as a school; and as compared to other student populations, local, state and national. Results will indicate the level of attainment and where improvements are needed. During the summer planning period, the Executive Director and the Director of Curriculum and Instruction will administer a battery of tests to all incoming students to determine their current performance in vocabulary decoding and comprehension. The Critchlow Verbal Language Scale and San Diego Quick Assessment Reading Ability are examples. The data from these tests will be used to determine which students will participate in a reading remediation program, such as the Wilson Reading Program. Our faculty will receive training on this particular program.

The Board of Trustees will have an Education and Accountability Committee. This committee will monitor the academic outcomes as measured by the nationally normed, state and internally created benchmark assessments. The Executive Director will prepare monthly reports for the Board of Directors regarding student academic performance. The school will track this data in a dashboard format. The Committee will closely monitor student performance, report back to the larger Board, and work closely with school leadership to ensure that adequate resources are in place and effective decision-making occurs in support of strong and measurable student achievement.

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

A key lever of school success will be leadership. To deliver on our high expectations, we need a strong leader guiding the school. We recognize that running a successful charter school is a huge task and in essence consists of two separate jobs—starting and running a successful non-profit organization *and* managing a successful school. We have identified an Executive Director who can do both.

We believe that it will be key to recruit a strong leadership team. We have begun to reach out to individuals in our charter and public schools network to recruit key members of the Executive Directors Cabinet, the Director of Curriculum and Instruction and the Director of Finance and Operations.

Amani's proximity to New York City means the School will compete for both New York and Westchester County-based applicants. We will cast the net wide when hiring, and we have planned an aggressive, multi-pronged recruitment approach, including, but not limited to, advertising on the Internet, attending job fairs in the tri-state area and networking at events held by the New York City Center for Charter School Excellence and the New York Charter Schools Association. We also will utilize our extensive local contacts to help recruit staff from the community. Amani will participate in Westchester's on-line

system for K-12 recruiting, OLAS. We will offer a salary that is competitive with New York City and the Mount Vernon City School District.

*Evaluation of Leadership Team*

One of the main functions of the Board will be to annually evaluate the school's Executive Director. The Executive Director will be evaluated on all items on the school's accountability plan, her annual goals set during the performance appraisal process, and specific management criteria outlined in a performance appraisal form. To oversee this process, the Board will appoint an Executive Director Performance Appraisal Task Force. The Executive Director will receive feedback of their performance from both the school staff as well as the Board of Trustees.

The school leadership team will be evaluated on an annual basis. The Director of Curriculum and Instruction and the Director of Finance and Operations will be evaluated by the Executive Director.

All faculty members will be formally evaluated annually; however, informal evaluations will take place on an ongoing basis throughout the year. Evaluations for faculty will include specific criteria and a narrative summary, which will be in letter form, co-written by the DCI and the Executive Director based on year-to-date observations. While the DCI will perform classroom observations on a regular basis, the Executive Director will conduct periodic observations throughout the year and during one week of intensive observations. Faculty also will be asked to submit a self-evaluation.

The Board, through the work of its Education and Accountability Committee, will review results of comprehensive assessments, New York State Tests, and standardized tests annually. This review will allow the Board to monitor the progress towards meeting agreed-upon student achievement goals. The Board will work closely with the Executive Director to facilitate formal reviews and stay up to date on interim and other assessments as results become available.

Progress towards achievement goals will be reviewed at all Board meetings through a "dashboard" presented by the Executive Director, and other staff as requested, and will include results from state standardized tests, interim student achievement assessments, student performance, attendance, teacher performance data, professional development, financials and other key operating indicators. The Board will use this data to help guide strategic decisions on professional development, curriculum realignment and allocation of resources. The Board will ensure that the Executive Director and DCI are using data to make necessary adjustments to the school's program and curriculum.

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

A Joint Intervention Team (JIT) report for the improvement of Mount Vernon High School was presented at a June 2010 Board of Education meeting. The JIT identified a lack of a systematic approach for using data to inform decisions; noted that teachers need professional development to support research-based instructional strategies, flexible grouping strategies, and differentiated instruction; and argued that there needs to be an analysis of the concept of academics as the framework for school organization to determine the optimal configuration to impact student success.

APCS does not intend to be an island in the educational sea of the Mount Vernon City School District (MVCSD). We believe that cooperation with other schools in the MVCSD is essential. As we prepare our students for admission to high school, the reality is that many of them may enroll in Mount Vernon High School and therefore that needs to be a program that can provide the academic rigor that we plan to implement at Amani. It is to the benefit of all that we find ways to share our best practices. Ideas about how to accomplish this include opening professional development opportunities offered at APCS to the MVCSD, particularly in the area of data collection and analysis, and sharing best practices on the

acquisition and implementation of electronic data management and tracking systems that provide real time access to student achievement data.

We will continue to leverage the relationships that the leaders of APCS have with the local school district, particularly as it faces the Mount Vernon High School. It is to the advantage of our students that there is a viable public high school option in the district. We can partner with the leadership at the Mount Vernon High School as they begin their process of restructuring.

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

Amani will be led by an Executive Director responsible for all aspects of the school's operations and who will be the sole reporting agent to the Board. The Executive Director's responsibilities will include leadership of the entire school administrative team, full execution of the school's mission, and management of all external functions, including Board relations, regulatory reporting, financial operations, and fundraising. The Director of Curriculum and Instruction (DCI) will be the primary instructional leader of the school, overseeing the implementation of the various curricula and assessments, working with faculty to use assessment data to inform and drive instruction, observing faculty, providing faculty with feedback, and overseeing professional development. The Director of Finance and Operations will oversee administrative, financial and logistical operations and will directly manage the Office Manager. We believe that having three administrators (ED, DCI, and DFO) will ensure the school opens smoothly, and that all of the requisite operations and compliance issues are handled efficiently and appropriately. Both positions (DCI and DFO) will report directly to the Executive Director.

There must be a clear delineation between governance and management. The Board will govern the school, and remain careful not to involve itself in issues relating to management.

We anticipate considerable start-up challenges related to facilities. The design team has focused on this aspect of the design. We have secured a below market rent at the Mount Vernon Family YMCA. A potential future project to partner with the Mount Vernon Family YMCA to construct a building has exciting possibilities. We are in preliminary discussions with Local Initiative Support Corporation and Civic Builders to explore financing options for capital projects. We have already secured the support of a local building manager and architect who have provided pro bono services as we explore the YMCA as a potential space. In addition, we are in active talks with other institutions that have space available, including The New York Archdiocese and a local church, both of which have spaces which would not require renovation and are zoned for school use.

Another start-up challenge will be establishing an infrastructure for information systems and procedures. Specifically, we will implement a network infrastructure, student information systems, back office systems, HR, general ledger and payroll. We have secured the services of a systems engineer who has committed to provide pro bono design and implementation services to the school. He will set up and configure the devices and software applications necessary to run the school such as our SIS, a parent portal, QuickBooks, other applications and the underlying network infrastructure.

A strong foundation in finance, operations and human resources will ensure APCS's fiscal stability and allow us to provide a quality education. We will work with organizations such as Charter School Business Management or Accomplish Network to handle services such as payroll and administration related to human resources files. We will also look to these organizations to provide professional development on best practices and implementation as they relate to the financial operations, internal controls and accountability practices of the school. We will provide training for our Executive Director, Director of Finance and Operations and individuals who are employed in the business management side

of the School. Professional development is as important for these individuals as the broader professional development program is for our faculty. We will participate in the New York State Charter School Association High Performance Network, providing access to a team of accomplished professionals with extensive experience in working with charter schools in New York City. The Amani team is in the New York Charter Schools Association New School Incubator.

Finally, Amani's design team anticipates that another start-up phase obstacle may be community resistance to or misunderstanding of, charter schools. Over the past year we have mounted a campaign to reach out to influential community leaders to inform them early about the project and to educate the community regarding basic facts about charter schools. All materials that we have distributed regarding Amani include information on "myths vs. facts" about charter schools. We are particularly proud of the inroads we have made through this initiative.

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

The Lead Applicant met with the Mount Vernon Superintendent of Schools, Dr. Welton Sawyer in October of 2009 to introduce the concept of bringing a public charter school to Mount Vernon. She continues to meet with the Superintendent to apprise him of the status of the proposal.

The Lead Applicant has also spoken extensively with the President of the Board of Education and individual members of the Board of Education about the project. All acknowledge a need and desire for an innovative educational option for the community.

Several elected officials and community leaders from the Mount Vernon school district support the Amani proposal.

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

According to a demographic study commissioned by the Mount Vernon City School District in 2008, the public schools had lost 10% enrollment in five years, a decline of over 1,000 students.<sup>15</sup> According to BEDS enrollment data, as reported in the New York State Report Cards, there was a 10% enrollment decline between 5<sup>th</sup> grade and 6<sup>th</sup> grade in 2008-09. Families are choosing to educate their children outside the district. Further evidence of the lack of alternatives in Mount Vernon is indicated by the number of Mount Vernon children attending charter schools elsewhere. The district's budget for charter school tuition in 2009-10 was \$252,420.<sup>16</sup> Amani would provide an alternative that would keep families in the district.

There are presently two large middle schools with reported low achievement. According to 2009-10 New York State 3-8 assessment data, at Longfellow Middle School 28.7% of students scored at or above grade level in ELA and at Davis Middle School 27%. In Math, at Longfellow, 41.7% score at or above grade level, and 23.9% at Davis. These are the only public school options - two low performing middle schools.

Amani Public Charter School, through the implementation of its key design elements as outlined in this prospectus, will represent a viable and effective educational alternative.

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<sup>15</sup> Mount Vernon School District: Demographic Study (September, 2008) Arete Consulting

<sup>16</sup> Mount Vernon City School District, 2010-2011 Projected Budget.

## Full Application: Amani Public Charter School

### Introduction

The endeavor to create a charter school to address the needs of Mount Vernon's underachieving students and to create an educational option for parents in Mount Vernon began almost two years ago. It started at a party, in one of the lead founder's kitchens. She noticed that only a minority of the parents opted into the Mount Vernon City School District's middle schools. The overwhelming reason was a perception that the middle school program lacked academic rigor. From that party a dedicated group of individuals began to meet on a weekly basis with the purpose of opening a charter school that would offer an education option to Mount Vernon families. As a result, the mission and the vision of the Amani Public Charter School took root.

As outlined in the Prospectus, the mission of the Amani Public Charter School ("APCS" or the "School") is to provide 100% of Mount Vernon students who attend the school from 5<sup>th</sup> through 8<sup>th</sup> grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.

This full application further builds on the Prospectus, which is referenced throughout.

### **I. Educational Plan**

#### **I. A. Curriculum and Instruction**

##### What Students will Achieve

All students at Amani Public Charter School will be proficient readers and writers of the English language.

All students at Amani Public Charter School will demonstrate competency in the understanding and application of mathematical, computation and problem solving skills.

All students will demonstrate proficiency in the understanding and application of scientific principles.

All students will demonstrate proficiency in the understanding and application of principles related to the Social Sciences.

Amani students will achieve the goal of 75% advanced or proficient on state ELA and Math tests.

##### How We Will Achieve it

Great teaching, an exemplary academic program and a strong school culture will yield Amani's mission of academic achievement. We are carefully creating a structured small school. Students will spend more time on task. We will offer comprehensive student supports.

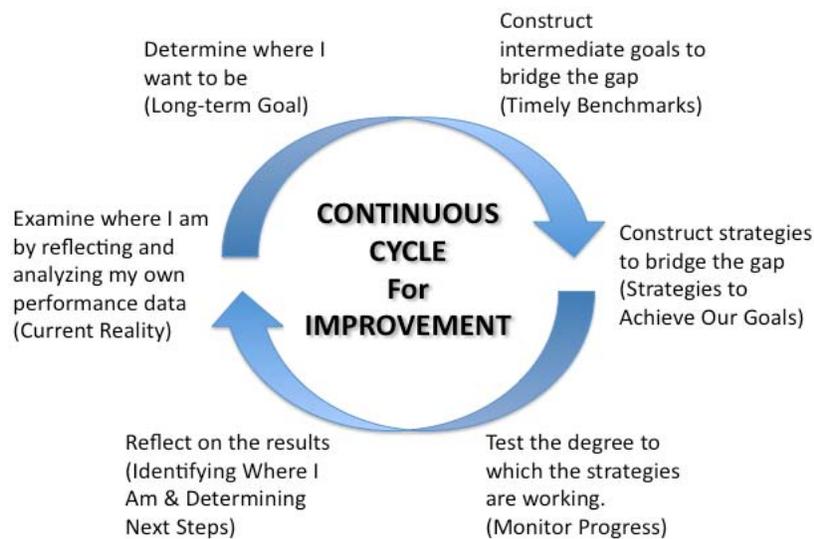
##### How We Will Evaluate Student Performance

How are we doing? How do we know? These are the questions we will ask continuously. Data collection, analysis and reporting are the means to the answers. APCS will be a data-driven school culture in which teachers and administrators work together to analyze student assessment data, identify student needs and create and modify instructional strategies to address them.

##### Educational Program Design

The educational philosophy of Amani is oriented around the Continuous Cycle for Improvement. Every decision in the school at every level will be made through a process of goal setting, data analysis and program modification. Whether it is school-wide systems for attendance and discipline, teacher evaluation, professional development, or Response to Intervention for struggling students, the school will utilize formative assessment techniques to move the school forward towards its goals. All decisions that are filtered through the cycle will be geared towards the paramount goal of increasing student performance. If an intervention or corrective action at any level does not indicate a relationship to positive student growth, it will be subjected to review and modification.

Continuous Cycle for Improvement



Plan for Development of the Curricula

Amani Public Charter School intends to develop core curricula following approval. Amani would develop curriculum directly from the New York State Learning Standards through a common, school-wide approach by creating: scope-and-sequences for each subject in each grade; detailed syllabi for each course that lists the skills and concepts to be mastered; and a database of unit and daily lesson-plans. In addition to mandated state exams and the New York State accountability provisions, the school would implement multiple school-wide assessments and administer them consistently to determine students' progress towards each performance standard.

Curriculum development will be an ongoing process and will serve as a roadmap for planning instruction and evaluating progress toward instructional goals and desired learning outcomes. Existing NYS core curricula and other appropriate curricula will be adapted and enriched to serve our primary goal to prepare all students to be successful academically in high-performing high schools, matriculate and graduate from college. The Board has identified the most likely options and final decisions will be made in consultation with the school leader upon charter approval. During the pre-planning phase, the Board will continue to meet to refine these decisions.

### Framework for development of curricula for core subjects

#### ELA

There will be an intense focus on literacy and the development of both ELA and higher order thinking skills. Our belief is that in order to develop proficient readers we must institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics and whole language based instruction. The goal of the ELA program is for students to be more sophisticated readers, writers, speakers and listeners. Teachers will plan into their lessons standards aligned questions as part of reading units so students practice the full array of question types and to ensure success on assessments. Students will study the different formats of questions used on assessments to better understand how the questions are asked. We are considering The Wilson Reading System a comprehensive multi-sensory structured program for remediation.

#### Math

There will be an intense focus on mathematics. Amani's math program will reinforce and strengthen students' foundational learning regarding number sense, computation with fractions, decimals and percents and other important math concepts. We are considering utilizing the Saxon Math Textbook based program with embedded differentiated instruction problem solving, real world applications and meaningful hands-on activities. Our math curriculum will build on concepts, provide clear explanations and examples for reinforcement and retention and give measurable results. The math curriculum at Amani will provide the foundation for advanced level math, where students are expected to be active problem solvers with a deep understanding of numbers and operations, think mathematically and work cooperatively.

#### Science

Amani's science curriculum will not only teach science content, principles and practices but also train students to use inquiry and scientific methods to become independent problem solvers. We are considering FOSS, a research-based program designed to allow students to observe the natural and human made world, test ideas in logical ways and generate explanations that integrate new information. We are planning a science program that integrates technology, incorporates social studies, mathematics, reading and writing, provides developmentally appropriate materials and allows students to actively investigate concepts.

#### Social Studies

Amani's social studies curriculum will provide students with the understanding of history, government and civics. We will use standardized textbooks, current materials and primary sources along with reading of biographies. We are considering the History Alive! curriculum to present an engaging and challenging program of study. Through teacher-created units of study from the curricula centered on big ideas and themes, APCS students will master key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections.

#### Research, experience and theoretical base that will guide curriculum development

According to Wavering (1995) a middle school provides a bridge between the nurturing and support of the elementary classroom and the independence and self-discipline required at the high school level (pg. 10).<sup>1</sup> We have chosen to start our school in the fifth grade and follow the middle school model as first developed by Eichorn (1966). At the time, Eichorn stated that the intent of the middle school is to provide "a curriculum which includes provision for a planned sequence of concepts in the general education areas; major emphasis on the interests and skills for continued learning; a balanced program for

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<sup>1</sup> Wavering, M.J. (1995), Educating Young Adolescents; Life in the Middle.

exploratory experiences and other activities and services for personal development; and appropriate attention to the development of values” (pg. 3).<sup>2</sup> We intend to build this program with an emphasis on outstanding teaching, rigorous academic program and awareness of the developmental issues of the young adolescent.

As part of the development of the school, the design team turned to research on the best practices for developing Middle Schools and the development of young adolescents. Numerous site visits to high-performing, public, urban elementary, middle and high schools, combined with our core beliefs, have informed our specific instructional philosophy.

Our teaching model considers what is socially and academically appropriate for our students balanced with what allows our faculty flexibility and creativity in exploring the subject matter. Instructional strategies will be responsive to children who have different styles and paces of learning through provision of different pathways to reaching desired goals. Multiple instructional methodologies enable us to meet the needs of individual learners versus having the individual learners conform to one academic approach. We will utilize an eclectic approach to teaching, as it best suits our staff and students.

Looping in the 5<sup>th</sup> and 6<sup>th</sup> grades will create a learning environment that fosters the development of meaningful relationships. Understanding age 10 –12 as a critical time for cultivating consistent relationships, looping will be advantageous to creating long-term teacher-student relationships in their first two years of middle school.

Amani’s faculty will work in interdisciplinary teams from different subject areas with a common group of students. The schedule will build in common planning times for faculty to plan, coordinate and evaluate curriculum and instruction.

We will meet individual learners where they are. That is to say, Amani will provide academic rigor appropriate to the level of each child. This will include utilizing differentiated instruction. Teaching strategies will be responsive to children who have different styles and paces of learning through provision of different pathways to reaching desired goals. Teaching will have a "capacity-building" approach: focusing on children's interests and strengths rather than viewing differences as deficits. Every student has strengths and weaknesses. All children, regardless of ability, will need modifications at some point in their educational career. Differentiated instruction requires that faculty know children well and work to build on individual children’s strengths to improve areas of need.<sup>3</sup>

Each student will have an individualized learning plan. The individualized learning plan is part of the Continuous Cycle for Improvement process of goal setting, planning, action and review. In collaboration with the faculty and staff, students will set their individual academic and personal development goals. Ongoing assessment and the analysis and use of assessment data will be essential to helping the student achieve their goals. Instruction will be tailored to address individual student needs growing from their individualized learning plan

#### Comprehensive Services for Special Education and English Language Learners

We will provide comprehensive services and programs to help all of our students to succeed. These services and programs will include: a full special education program utilizing special education faculty and, as the school grows, a full-time Special Education Coordinator, an ELL instructional program designed to promote English language proficiency and academic achievement for all ELL students; and

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<sup>2</sup> Ichors, D.H. (1996), *The Middle School*.

<sup>3</sup> Tomlinson, C.A. & Edison, C.C. (2003), *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5–9*.

## Full Application: Amani Public Charter School

social worker supported academic intervention services and other initiatives to address the needs of at-risk students.

### Professional Development

The effective implementation of Amani's curriculum will come from a coherent professional development framework. The school will provide extensive professional development and training including training teachers on how to align curriculum to New York State Learning Standards. Indeed, it will be through the school's professional development model that Amani Public Charter School faculty will continually acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. It will be the Amani Public Charter School's expectation that faculty will learn together, solve problems in teams or as a whole faculty, and will have both individual and collective accountability for the success of every student in the school community.

Professional development for teachers will begin in summer 2011. Topics to be covered include characteristics of excellent teaching, technology, differentiated instruction, curriculum planning, and addressing student behaviors and intelligences. Outside trainers/consultants as well as in-house staff will be used to lead interactive trainings. Two key components will inform the summer institute: the reading of *Teach Like A Champion* by Doug Lemov and a teacher survey given upon hire to assess the needs of each teacher. Summer topics will scaffold throughout the year.

Amani's common thread, the Continuous Cycle for Improvement, will guide how individual teachers are coached and developed. Each teacher will have an individual professional growth plan to identify his/her strengths and areas of growths. The plan will focus on one growth area for that academic year. Teacher observations will be based on that growth area. We will support the growth of master teachers with a robust embedded professional development program driven by the data on student achievement.

Our students will be dismissed at 2:45 p.m. one day per week, allowing for weekly school-wide professional development. This time will be used to analyze assessment data and create plans to meet academic performance goals. The time will be dedicated to school-wide issues as well as grade level and content area specific issues as the school grows. Amani will hold more than 80 hours of professional development.

Amani's approach is to embed teacher training within the weekly routine of the teaching schedule so that relevant techniques and strategies may be put into practice and measured for efficacy immediately.

APCS's school model places a priority on teacher training and professional development. Daily, weekly and scheduled professional development will continually provide teachers with skills and capacity to implement best practices that will lead to school improvement and increased student achievement. Teachers and administrators will work together to analyze student assessment data, identify student needs and create instructional strategies to address them.

### Exit Standards

#### *Sample Exit Standards for ELA 5th grade*

Amani 5th grade students are able to identify purpose of reading, writing and listening.

Amani students use word recognition and context clues to read fluently and apply corrective strategies to assist in comprehension.

Amani students use language and grammar appropriate to purpose for speaking.

Amani students use the prewriting activities and the writing process.

## Full Application: Amani Public Charter School

### *Sample Exit Standards for ELA 7th grade*

Amani 7th grade students are able to determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis.

Amani 7th grade students can recognize content-specific vocabulary or terminology.

Amani 7th grade students can adapt language and presentational features for the audience and purpose.

Amani 7th grade students understand the purpose for writing may be to explain, describe, narrate, persuade or express feelings.

### *Sample Exit Standards for Math 5th grade*

Amani 5th grade students will be proficient with mathematical skills to reason and problem-solve by using appropriate tools and strategies.

### *Sample Exit Standards for Math 8th grade*

Amani 8th grade students will be mathematically confident in communicating, reasoning and applying mathematics in real world settings.

## **I.B School Calendar and Daily Schedule**

### Number of Days School in Session

The School will operate for 195 days per academic year, three full weeks longer than the traditional Mount Vernon schools, where a 180-day year is the norm.

### Sample Daily Class Schedule

Attachment 1 is a sample of the daily class schedule. Amani Public Charter School will be open daily from 7:45 a.m. – 4:30 p.m. The allocation of time for core instruction is 330 minutes per day and 165 minutes per day for supplemental instruction.

### Comparison with local school district.

The Amani Public Charter School will offer instruction more time in the day and more weeks in the year than the middle schools in the Mount Vernon City School District. Amani students will be in school an average of 8 hours and 15 minutes per day; this exceeds the 6 hours and 7 minutes at the middle schools in Mount Vernon. Amani will operate for 195 days per academic year, three full weeks longer than the traditional Mount Vernon schools, where 180 days per year is the norm.

Students will have a two-hour block of ELA. This will allow for 600 minutes of ELA instruction per week and a ninety-minute block of math per day, allowing for 450 minutes per week. Social Studies and Science will also be taught in one-hour blocks daily for a total of 300 minutes per week in each subject. A total of 1,350 minutes per week are dedicated to the core academic classes. The students will still be left with 1,125 minutes during the day for involvement in enriching and supportive activities, such as art, music and enrichment, Morning Review and Advisory. Beginning in year 2, we will offer after-school programs in partnership with the YMCA, which will allow our students to be involved in activities during an extended day for a minimum of 90 minutes.

### Mission Alignment

According to Michael Goldstein at MATCH, one of the hallmarks of the No Excuses model is that “teachers and students work longer and harder than any other school in the country.” We have set up the proposed calendar to ensure that our students will spend more time in school and more time engaged in learning than their counterparts in the Mount Vernon Community.

The enhanced school hours, 7:45 a.m. – 4:30 p.m. allow for more time on task and enables us to accommodate extended literacy and math periods and student enrichment and to facilitate academic

Full Application: Amani Public Charter School

progress of all students. Our extended hour from 3:30-4:30 will allow faculty to support students in remedial activities as well as enrichment and acceleration.

Annual Calendar 2011-2012

The Annual Calendar can be found as Attachment 2.

I. C Target Population

Target Population

Amani Public Charter School will serve middle school students in Mount Vernon, NY. Mount Vernon is a densely populated suburban city covering four square miles with a high concentration of poverty in what is colloquially known as its *South side*. Railroad tracks run through the center of Mount Vernon, and for decades divided it roughly into rich and poor, white and black, privileged and under-privileged, with the latter living south of the tracks. The demographic data in the New York State Report Cards reflects clearly that a concentration of high needs children is situated in proximity to Mount Vernon's south side elementary schools and along its western corridor.

We will target children throughout the whole city, but primarily concentrate our efforts among six of the 11 elementary schools: Parker, Grimes, Hamilton, Williams, Columbus and Lincoln.

The highest density of children eligible for free and reduced price lunch resides near Parker, Hamilton, Williams and Grimes elementary schools.

The table below reflects the free and reduced lunch eligible student enrollment percentages for these elementary schools:

Parker Gri	mes	Hamilton	Williams
72%	53% 71%	80%	

Source: New York State Report Cards 2008-2009

In Mt. Vernon 13.67% of students are classified as students with disabilities. The highest density of these children is enrolled at the following four elementary schools:

Parker Gri	mes	Hamilton	Williams
29%	11%	17%	23%

Source: New York State Report Cards 2008-2009<sup>4</sup>

The community of English Language Learners is complex. Three elementary schools have elevated ELL population percentages. The table below reflects the enrollment of English Language Learners at targeted schools:

Columbus Ham	ilton	Lincoln
24 %	22 %	20 %

Source: New York State Report Cards 2008-2009<sup>5</sup>

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<sup>5</sup> These percentages were determined by dividing the number of students with disabilities by total enrollment as reported in each school's New York State Report Card, within the data for School Accountability for Elementary/Middle Level English Language Arts.

## Full Application: Amani Public Charter School

### Anticipated Enrollment Table

Our goal is to maintain an enrollment of 320 students when the school is at full capacity. We feel that this is an optimal level to foster a small school environment with class sizes that are smaller than those in the traditional middle schools. Amani will admit new students in the 5<sup>th</sup> and 6<sup>th</sup> grade only. Based on discussions with leaders at charter schools, specifically an Operations Manager at KIPP and the Executive Director of the Charter School of Educational Excellence (the only charter school located in Westchester County), 8% attrition in each year is anticipated.

School Year	2011-12	2012-	13	2013-	14	2014-	15	2015-	16
5 <sup>th</sup>	80	80	84	89	89				
6 <sup>th</sup>				80	84	89	89		
7 <sup>th</sup>	72						78		78
8 <sup>th</sup>	64								64
Total	80			160	240	320	320		

### Evidence that enrollment projections are realistic

Pedagogically, Amani will be characterized by a structured, high-expectations culture. Students who are enrolled for four full years are the most likely to benefit and to succeed academically. We believe that starting our school in the fifth grade will allow us to intercede and assist the students during a pivotal time in their academic, social, physical and emotional development. Amani will be a small school, enrolling 80 students in the first year. While research is mixed regarding the effect of small *class* size, it does indicate that a small *school* size has a positive impact on student outcomes. A full enrollment of 320 students allows Amani to execute a strong assessment system and to closely monitor student achievement every step of the way.

From a community perspective, the founders have made a large outreach effort to the population that would enroll in the school. We had over 100 signatures on our petition, specifically from parents of third graders who would be eligible for enrollment. We will send each an application. We have reached out to the Mount Vernon PTA Council President, who is herself, the mother of a third grader; she has offered to assist us by networking with other parents in that demographic. The members of the founding board are active participants in the social fabric of Mount Vernon. The Board will reach out to the organizations, of which they are members, such as local dance schools, local PTA organizations, Boy Scouts, Girl Scouts and church choir groups, to name a few. We will leverage our relationship with the Mount Vernon YMCA to target families of third graders who participate in their weekend and afterschool activities. This board does not lack the resources to find the individual students who will be eligible to enroll in the school.

### How the proposed mission, curriculum, teaching methods and services will meet the needs of the target population

Every decision in the school at every level will be made through a process of goal setting, data analysis and program modification, which we refer to as the Continuous Cycle for Improvement. Our program will adopt elements of the No Excuses Model that has proven successful in many charter schools. There are three things that we will execute *ridiculously* well: great teaching, an exemplary academic program and strong school culture. Amani will deliver a clear message to our students, family and community; there are no excuses for not achieving, no excuses for not completing work, attending school, being on time, acting in a professional manner and dressing appropriately. Achieving academic excellence is the goal for all students and all members of the community are working toward that goal.

Meeting the needs of the Target Population with great teaching

Meeting the needs of the Target Population with great teaching:

Great teaching, which is rooted in effective instructional strategies, classroom management techniques, and curriculum design, drives student achievement. The school will hire highly-qualified faculty whose academic credentials and prior experience demonstrate a good fit with the objectives of the school and a high likelihood of success providing instruction to diverse groups of students in an urban school environment. In *Unfinished Business; Closing the Racial Achievement Gap in our Schools* (2006) Noguera offers the following recommendation: “ensure that effective and highly qualified teachers are assigned to teach students who are most in need, including in remedial, English Language Learner and Special Education courses. (pg 291)<sup>6</sup> The Amani hiring practices will consider this as we set out to recruit faculty. We will expect teachers to be passionate about their content area and reflective about their practice. We will support the growth of master teachers with a robust embedded professional development program driven by the data on student achievement. Did we define ‘Great’ teaching?

We understand that you must change teacher’s practices to increase student outcomes. The Amani Public Charter School’s educational model places a priority on teacher training and professional development. It will be through the school’s professional development model that Amani Public Charter School faculty will continually acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. It will be the Amani Public Charter School’s expectation that faculty will learn together, solve problems in teams or as a whole faculty, and will feel both individual and collective accountability for the success of every student in the school community. Faculty will be empowered to make choices based on their understanding of the student’s needs and interests. We will make a concerted effort to provide teachers with professional development in the area of culturally relevant pedagogy and the use of culturally relevant materials in the curriculum. Teaching will have a "capacity-building" approach - focusing on children’s interests and strengths rather than viewing differences as deficits.

Meeting the needs of the Target Population with an exemplary academic program

We will develop a standards-based, rigorous academic program, with a strong focus on literacy and numeracy. Amani will support a data-driven instructional program in which faculty and administrators work together to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them.

We will offer a special education program that exceeds the statutory requirements, provide comprehensive services and programs and an educational experience in which special education students can truly thrive. These services and programs will include: a full special education program utilizing special education faculty and, as the school grows, a full-time Special Education Coordinator, with support from social workers; an ELL instructional program designed to promote English language proficiency and academic achievement for all ELL students; a dedicated ELL teacher and academic intervention services and other initiatives to address the needs of students who are at-risk.

Meeting the needs of the Target Population through a strong school culture

We will create a strong, supportive school culture marked by rules, rituals and routines to establish the tone for a sound academic environment. The tone of the school will exude an intense seriousness about the value and benefits of learning and will be tightly focused on the preparation for the next phase of the students’ academic lives. In order for learning to take place, the school environment needs to be safe for both staff and students alike. Clear expectations will be set for behavior with a consistent approach to school discipline. We will instill in Amani Students the idea that learning is a lifelong journey and that

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<sup>6</sup> Noguera, P.A. & Wing, J.Y. (2006). *Unfinished Business: Closing The Racial Achievement Gap In Our Schools*.

high academic achievement and confidence in their ability to reach their goals is essential; they are Amani Achievers.

They will understand that within the walls of Amani we are respectful of each other and the learning process. We will adapt an advisory program that will provide students with access to adults to reduce alienation. These adults will become advocates for the individual student. Through our small-group advisory we will help students to make smart choices. We plan to implement a school-wide behavior management system of rewards, including an internal paycheck system with students earning A-MONEY, a play on the name of the school. We believe, however, that it is not enough to manage student actions. We need to proactively work to help students understand the reasons for and importance of behaving appropriately. To that end, we have included numerous opportunities to explicitly teach character education through the advisory program.

We will bring a sharpened focus to daily behavior. We will hold students to a high standard of professional behavior at all times. Above all we believe that children do not care what you know until they know that you care; the Amani school environment is one of caring and all that caring entails. We will also make efforts to involve parents and guardians in the life of the school. We will be deliberate and clear in our communication with parents and guardians on their role in helping support their student to achieve academically. Parents and the school will be partners in the student's education. Both parties need to be aligned philosophically and reinforce each other's messages, so that the student is surrounded by a coherent, consistent and collective voice that nurtures, encourages and demands academic success.

## **1. D Assessments**

### Plan for measuring and reporting the educational performance of our students

Data will be used to examine what is right and what is wrong about instruction, student knowledge and performance. The questions that we will continuously ask ourselves are: How are we doing? How do we know? Data collection, analysis and reporting are the means to the answers. We will utilize a variety of high-quality assessments to measure understanding and critical applications of concepts.

Each newly registered student (all 5<sup>th</sup> graders and any first-time newly registered 6<sup>th</sup> graders) will be administered a battery of assessments to determine their proficiency with respect to vocabulary, decoding and comprehension and to pinpoint literacy deficits. We are considering the following assessments: Critchlow Verbal Language Scale to measure vocabulary and the San Diego Quick Assessment to measure reading ability. These have been chosen because they are paper and pencil tests that can be administered in the student's home during the home visit. They will provide the school with a base line to determine placement for students in ELA and remediation needs.

In addition, either during the home visit period or during summer orientation, students will be administered the Language Assessment Battery R to help assess LEP status. This will help us to determine the support and remediation needed for our ELL students.

We will utilize nationally normed testing, such as Terra Nova, in the spring of each year. This will help us to measure the overall efficacy of the program. Results will affect curriculum decisions. It will also provide a perspective on the overall achievement of our students and help us determine if the curriculum is meeting goals and objectives.

We will utilize periodic teacher-developed assessments every 4-6 weeks, weekly quizzes and daily assessments. These will help us to determine the pacing of the curriculum, make curriculum choices and determine remediation needs. The weekly and daily assessments will help our teachers to get a clear understanding of our students' performance in real time.

## Full Application: Amani Public Charter School

Comprehensive exams will be given at the midterm and end of terms. This information, while helping to determine the overall efficacy of Amani's curriculum and instructional design, will also provide information that we can provide to the board of directors as a dashboard indicator of program alignment with New York State learning standards.

We will hire a Director of Curriculum and Instruction (DCI), who will be singularly focused, to the greatest degree possible, on instructional leadership, to support Amani Charter School faculty and to expand and strengthen their instructional capacity. The DCI will use frequent classroom observations and examination of data to determine if there are any school-wide, grade-wide, class-wide, subgroup-wide or department-wide challenges that need to be addressed. The DCI will coach the school's instructional staff and provide training and guidance in the use of quantitative and qualitative data to drive instruction in their work with all learners, including special populations.

There will be regular communication between school and home regarding the nature and purpose of assessment. We will educate parents on the meaning of data and assessments and their role in helping to improve student academic achievement. This will occur primarily through the PTA, and we will work with the parent leadership to design appropriate workshops for PTA meetings.

Formative assessments will be used to measure content mastery and to inform instruction. Examples of these are observations, work samples, teacher anecdotal records and school-based interim assessments and quizzes. For example, we expect that faculty will collect student folders on a consistent basis and provide feedback to the students. Weekly quizzes will be used to track student progress and the data collected from these quizzes will be used to inform instruction. Summative assessments will be used as a measurement tool to help us understand what our student body knows and how much they need to learn by student, by grade, as a school; and as compared to other local, state and national student populations. Results will indicate the level of achievement and highlight where improvements are still needed.

The Board of Trustees will have an Education and Accountability Committee. This committee will monitor the academic outcomes as measured by the nationally normed, state and internally created benchmark assessments. The Executive Director will prepare monthly reports for the Board of Directors regarding student academic performance. The school will track this data in a dashboard format. The Committee will closely monitor student performance, report to the larger Board and work closely with school leadership to ensure that adequate resources are in place and effective decision-making occurs in support of strong and measurable student achievement.

### Evaluating Progress

#### Specific Goals for Student Achievement

#### ELA

*Absolute Goal:* Each year, 75% of 5<sup>th</sup>-8<sup>th</sup> graders who are enrolled in the APCS will perform at or above level 3 on the New York State ELA examination

*Comparative Goal:* Each year, the percent of all students tested in 5<sup>th</sup> – 8<sup>th</sup> grades performing at or above level 3 on the New York State ELA examination will be greater than that of students tested in the same grade in the Mount Vernon City School District.

*Value-Added Goal:* Each year, at each grade level cohort of students will be reduced by one-half the gap between the percent at or above level 3 on the previous year's state ELA exam.

## Full Application: Amani Public Charter School

### Math

*Absolute Goal:* Each year, 75% of 5<sup>th</sup> – 8<sup>th</sup> graders who are enrolled in the APCS will perform at or above level 3 on the New York State mathematics examination.

*Comparative Goal:* Each year, the percent of all students tested in 5<sup>th</sup> -8<sup>th</sup> grades performing at or above level 3 on the New York State math exam will be greater than that of students tested in the same grade in the Mount Vernon City School District.

*Value-Added Goal:* Each year, at 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 state math exam.

### Science

*Absolute Goal:* Each year, 75 percent of 8<sup>th</sup> graders will perform at or above level 3 on the New York State science examination.

*Comparative Goal:* Each year in each tested grade, the percent of students performing at or above level 3 on the state science exam will be greater than that of students in the Mount Vernon City School District

### Obligation to participate in statewide system of assessment and accountability

Students at Amani are held to the same standards as other students in the state and therefore we will follow the New York State Assessment schedule. It is our goal to make Adequate Yearly Progress (AYP) in ELA and math for all sub-groups of students in the school. Our internally created benchmark assessments, which guide instructional pacing, will be modeled after the state tests. The results from state assessments from the previous year (in the case of the first-year data collected from the students feeder school) will be used to determine which standards need more teaching time, different instructional methods or resources for the same grade level. For students moving to the next grade level, we will modify our curriculum for the year during the summer staff orientation to include standards on which the students were less successful.

The Amani Charter School will administer all mandated New York State assessments to its students as required by law. Specifically, the school will administer the following New York State assessments to the following grades of students:

- \* The New York State ELA exam—Grades 5, 6, 7, and 8
- \* The New York State mathematics exam—Grades 5, 6, 7 and 8
- \* The New York State science exam—Grade 8
- \* The Language Assessment Battery-Revised (LAB-R)—Grades 5-8 (to new students in the school who are identified as potential ELLs by the Home Language Survey) to determine English proficiency.
- \* The New York State Alternative Assessment—Grades 5-8 if needed as determined by student's IEP.
- \* The New York State English as a Second Language Achievement Test—to ELLs in Grades 5-8 to determine if proficiency has been met to be removed from ESL services.

No Child Left Behind Accountability Goal: The Amani Charter School shall be deemed “In Good Standing” under New York State’s NCLB Accountability system.

### Using assessment data to drive key decisions

Amani will support a data-driven instructional program in which faculty and administrators work together

## Full Application: Amani Public Charter School

to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them. Ongoing assessment and the analysis and use of assessment data will be a key. Through professional development, use of appropriate technologies and ongoing analysis of and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, including students at risk for academic failure, and establish appropriate instructional protocols and interventions to address them.

We will use a multi-tiered approach to student assessment. In addition to traditional classroom assessment measures and other performance evaluations, as referenced above we will use several other assessment tools to evaluate the progress of our students, including grade-specific New York State Assessments, Terra Nova Assessments, internally-created interim assessments, standards aligned final exams and Regents Exams.

Internally created and state assessments and other data will inform instruction. From this data, the faculty will create lesson plans that are responsive to the student's needs.

Tests that accompany our curricular choices like the Saxon, Foss and *History Alive!*, all help the faculty identify instructional areas that may need additional attention. When a group of students has mastered a unit and another group is struggling with the information, the faculty can generate or create supplemental materials that would support student understanding.

The nationally-normed and state standardized tests are used for planning and instruction. Additionally, the state tests along with class grades determine promotion to the next grade.

### Instructional Support for Assessment

The Director of Curriculum and Instruction (DCI) assists and supports teachers in developing real time data to inform their everyday lessons. When school-wide benchmarks are distributed, the DCI along with the Executive Director (ED) reports that data to teachers at the next professional development meeting following the test. As the DCI is the expert on data and instruction, s/he will disaggregate the data, analyze and summarize trends, alter pacing of instruction for teachers and offer direction on instructional strategies that will help the teachers attain our desired level of success.

Teachers are also encouraged to qualitatively assess the learning environment by walking around and talking to the students and be attentive to student performance and behavior. Data, which may not be collected via standardized assessments but may significantly influence academic progress such as homework logs, quiz results and seating charts, will inform the development of academic and organizational strategies.

We will observe teachers continuously throughout the year. The DCI and ED, observations, inspect all learning spaces to and assist teachers in developing real-time information.

## **I. E School Climate and Discipline**

### Strategies that Amani Will Use to Develop and Sustain a Safe and Orderly School Climate

The school climate at Amani is one that will promote an ethic of caring while also exhibiting a fair and effective disciplinary climate. A structured and disciplined school environment is a key ingredient to ensure academic progress and student success. Creating a culture of exceptional behavior and academic achievement requires the full commitment of every staff member. It is the responsibility of every adult in the school to work with one voice to ensure that students understand the expectations for behavior. Strategies that we will employ to promote a safe and orderly school climate will include consistency in administering rewards and punishments, building consensus on discipline, communicating clearly defined goals, strengthening the social capital among the parents and guardians of the school, promoting a strong emphasis on academics and increasing student's sense of belonging.

### School's Approach to Behavior Management and Discipline

Academic achievement is associated with consistency in administering rewards and punishment. Our approach to discipline requires that expectations be communicated effectively to all members of the community: staff, faculty, students, families and the Board. The School's approach to behavior management is strengths-based: positive reinforcement of positive behavioral patterns. Positive behavioral patterns become the school norm: respect becomes paramount, respect for school property, property of others and respect of self. Students benefit from the explicit teaching of acceptable behavior, and staff will promptly address minor infractions to prevent the occurrence of more serious offenses.<sup>7</sup> It will be important always for students to feel that they are part of a loving and caring community.

All staff members will work together to follow through with consequences for infractions. By being clear, deliberate and predictable, students will quickly learn that at Amani Public Charter School, discipline is a serious matter and that students are expected to act accordingly. The foundation for this is consistency. Children thrive in an environment that is consistent. At the core, we expect that Amani students will behave in a scholarly and professional way. Students are viewed and treated as potential scholars, "Amani Achievers," behavior of scholars is always defined and staff will assist in the development of scholarly behaviors while in classrooms, hallways and commons spaces.

Faculty will play an important role in promoting a safe and orderly learning environment. During the recruitment process, potential hires will receive a copy of the Amani Public Charter School Personnel Handbook, which explains the school's expectations of faculty and staff. It will detail all behavioral expectations, infractions and consequences and provide various scenarios so that staff can get a better sense of how expectations may play out in real time. Faculty orientation will focus on building the school's culture and proactively building the positive school-wide culture we envision. Part of this process will stress the importance of having every adult in the building speak using one voice regarding behavioral expectations and administering consequences. Our school leadership team and staff will explicitly model for the student's professional conduct.

Behavioral expectations and school policies and procedures will be the focus of Student Orientation, which will occur two days before the beginning of the instructional year. We recognize that this represents an investment of time and resources. We believe that because structure, discipline and order are the foundation of our program, this investment will reap dividends throughout the school year.

Student uniforms will also be an important part of creating a positive school culture and will contribute to the structures and academic achievement of the school. The uniforms will help create a sense of pride in the school among students, unite students as a community and positively identify our students within the community.

We will implement a token economy using A-Money. This will allow staff to reward students for positive behavior. The Social Worker will oversee the implementation of a school-wide behavior management system, including A-Money. Students will earn deductions or additions to their A-Money accounts depending upon their behavior. We believe, however, that it is not enough to manage student actions; we need to proactively work to help students understand the reasons for and importance of behaving appropriately. To that end, we have included numerous opportunities to explicitly teach character education throughout the week in advisories and morning meetings. It is our goal to "catch students doing good" and reward these positive behaviors on a consistent basis.

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<sup>7</sup> This model draws from the article "Broken Windows," by James Q. Wilson and George L. Kelling. [http://www.manhattan-institute.org/pdf/atlantic\\_monthly-broken\\_windows.pdf](http://www.manhattan-institute.org/pdf/atlantic_monthly-broken_windows.pdf). Accessed on July 15, 2010.

Strategy for Engaging Parents and Guardians in the Culture of the School

We will create ways to involve parents and guardians in a meaningful way in the governance, life and culture of the school. Expectations for student behavior will be established from the first communication with parent/guardians throughout their children's time at Amani. We understand that many students and parents/guardians will not be accustomed to such a structured school culture. We will set out to begin the process of building cultural competency among all the constituents of our community from the very beginning. Communication of our school culture will begin at every touch point an individual makes with the community. Expectations for student behavior will be made very clear to families, beginning with student recruitment and outreach leading up to the lottery. Copies of the Student and Family Handbook will be made available to the community during the recruitment and lottery period so that individuals can begin to understand that Amani will be a different school community than what has come to be expected in Mount Vernon. Once a student is enrolled, The Executive Director and Director of Curriculum and Instruction will visit their home to meet with the parent/guardian and deliver the Student and Family Handbook. Upon acceptance through the lottery, parent/guardian will sign a form indicating that they have received a copy of the Handbook and understand its policies. The Handbook will be available also in Spanish and Portuguese and we will translate as necessary to other languages.

Engaging Parents in the Governance and Life of the School.

Parents and schools need to be partners in a child's education. The two need to be aligned philosophically and reinforce each other's messages so that the child is surrounded by a coherent, consistent and collective voice that nurtures, encourages and demands academic success. We will foster a successful partnership with the parents of our children through information sessions, home visits, family surveys, newsletters and parent orientation sessions.

We will establish a chapter of the Parent Teacher Association, chartered through the New York State PTA (NYSPTA). We have deliberately chosen to work with the National Organization of the PTA because they bring a wealth of resources and support for parents in terms of advocating on behalf of their children. The Board has reached out to the Regional Director of the Westchester East Putnam PTA regarding chartering a unit. NYSPTA is prepared to assist charter schools in meeting the academic, social, physical and emotional needs of students through the creation of new PTA units. This will be only one of many actions we will take to involve parents and community

Trustees will consider family perspective and input in formulating their judgments. Board meetings will be well-publicized in compliance with Open Meetings Law. Families will always be afforded the opportunity to request time on the Board's agenda; as deemed necessary by the Board Chair or a Committee Chair, family members will be asked to serve in an advisory, non-voting role on sub-committees and task forces.

We will gauge family satisfaction through annual written family surveys. In addition to gauging familial satisfaction with the school and identifying strategic areas of improvement, surveys will be used to gather parental input on important issues of school administration and governance. Survey results will be carefully reviewed by school leadership, and the Executive Director will report results to the Board. A detailed analysis of results will be published in the school's annual report, and will inform future agendas for Board meetings.

Evidence that Amani will Ensure a Safe Environment: Code of Conduct

Despite this primary prevention, there are clearly realities which impact youth in our community on a daily basis and behaviors might reflect these realities. When a student does not meet behavioral expectations and an infraction of the school's Code of Conduct has occurred, clear and consistent disciplinary action will ensue. Below is a brief overview of the Amani Code of Conduct, outlining the dimensions of our approach to student discipline.

*Consequences for Serious Infractions: Short-Term Suspension in School (5 days or less)*

The Executive Director may impose a short-term suspension. Before imposing the suspension, the school leader shall verbally inform the student of the suspension and the reason for it. The students shall be given an opportunity to deny or explain the charges against him/her. The school leader must immediately notify the parents in writing that the student has been suspended. Additionally, the school leader must phone the parents with updated contact information provided by parents. Such notice shall describe the nature of the incident that resulted in suspension and provide an opportunity for an immediate informal conference with the school leader.

*Short-Term Out-of-School Suspension (5 days or less)*

When the Executive Director institutes out-of-school suspension proceedings against a student, he or she must provide notice and an opportunity to be heard for the charge. However, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing threat to property or an ongoing threat of disruption to the academic process. After the hearing, the Executive Director shall advise the parent(s)/guardian(s) in writing of his or her decisions. If not satisfied with the decision they may file a written appeal to the Board of Trustees via the Executive Director within five business days of the date of the decision. The Chairperson of the board handles discipline decisions on the board. Only final decisions of the school may be appealed to the Commissioner of Education within 30 days of the decision.

*Long Term Suspension (more than five days)*

When the Executive Director determines that extraordinary behavior warrants a suspension exceeding five (5) days, the student may be removed from class immediately if he/she poses an imminent or immediate threat to anyone in the learning community. The Executive Director shall give reasonable notice to the parents or guardians right to hearing. Pursuant to due process students have a right to counsel, the right to question witnesses against him/her and the right to present witnesses on his/her behalf. The board shall hear and make a determination in the proceedings. Records shall be maintained either in writing or through tape-recorded proceedings. If not satisfied with the decision they may file a written appeal to the Board of Trustees via the Executive Director within five business days of the date of the Executive Director's decision. The Chairperson for the Board handles all appeals. Only final decisions of the school may be appealed to the Commissioner of Education within 30 days of the decision.

*Expulsion (permanent removal from Amani)*

Parents or guardians of a student under consideration from Amani will receive written notice that the student is under consideration for a transfer to another school. The procedure for expulsions shall be the same procedure set forth for long-term suspension.

*Discipline of Students with Special Needs*

At times, it may be necessary to suspend or remove students with disabilities from the academic environment to preserve the integrity or safety of the academic environment. We recognize that the mandated procedural safeguards based on the Individuals with Disabilities Education Act as well as state legislation require additional proceedings. Should a student be removed from school for more than 10 days a Manifestation Determination hearing must follow. We will rigidly adhere to all laws to ensure due process.

*Alternative Instruction when Removed from Class*

Amani makes efforts to increase learning opportunities through extended school day and year to secure optimal learning for its students. However when a student repeatedly violates Amani rules he or she detracts from the academic environment, depletes the time of fellow students, slows the pace of instruction and undermines Amani's academic goals. If the student is suspended from classes in school, he or she will complete assignments under the direction of the Social Worker in the main office. If a

student is suspended from classes and is sent home arrangements are made to either have work delivered or have the family pick up the work. Every step is made to ensure intrusion to instructional flow is minimal. However, if a student is missing assignments through no fault of the school's, he or she must make them up during the additional instructional periods of the day either before or after school.

School culture is made up of many different elements, norms, values, beliefs, traditions, rituals, ceremonies and myths created by a group of people. The way these elements are expressed in the school will be varied, from the signs on the walls, the lesson plans, the classroom teaching and how the school feels for the participants and the community. Overall, we will build a culture of academic excellence and part of that will be to recognize and honor good behavior and have consequences for inappropriate behavior, but through it all, maintain a belief for our students that we care about them and that we are all working to support their success as scholars and Amani Achievers.

## **II. Organizational Plan**

### **II.A Governing Body**

#### Proposed Structure of the School Board

Amani Public Charter School will be governed by a Board of Trustees consisting of seven to fifteen members. To formalize how governance is executed and to ensure consistent oversight of the school, the Board will adhere closely to the terms of the charter and the mandates of the Bylaws. Consistent with those Bylaws we will select officers who will hold specific responsibilities essential to maintaining a lawfully compliant and fiscally sound school.

#### Key Roles and Responsibilities of Board Members

New York Charter Law, as amended, is clear that a charter school board has “final authority for policy and operational decisions of the school.” The board is responsible for:

- Hiring, evaluating and firing the Executive Director
- Overseeing the educational program and ensuring the school meets its academic goals
- Ensuring that the school is fiscally sound and resource's are mission-aligned
- Ensuring that the school is operationally sound
- Regulatory compliance, including reporting requirements
- Maintaining excellent relations with the school's local community and promoting the interests of the school
- Ensuring the effectiveness of the board in carrying out its responsibilities

#### How the Board will Fulfill Its Governance Responsibilities

Amani's Board will use data to continuously assess the school's academic and fiscal health, alignment with charter and regulatory compliance. This analysis will be based on the accountability goals outlined in the charter application, review of financial reports and academic assessment data. The board plans to develop a dashboard-style system of monitoring key metrics. Board development and training for new board members will be provided prior to launch, and on an on-going basis, annually.

The Board will meet twelve (12) times per year to discuss the academic, fiscal and organizational health of the school. At each meeting, the Board will review reports prepared by the Executive Director to ensure the school is on the path to meeting or exceeding the goals articulated in the accountability plan. The Board will ensure that the Executive Director follows all legal guidelines or creates and executes a corrective action plan in a timely manner. The Board will review audit findings and corrective action plans, and it will ensure that the school meets all safety requirements.

## Full Application: Amani Public Charter School

The Board will maintain five standing committees: Executive (Chaired by Board Chair), Governance, Finance (Chaired by Treasurer), Development and Academic Accountability. Additional committee members will be appointed by the Chair.

- *Executive Committee.* Sets policy agenda for the full Board of Trustees. Requires five members including Board Chair, Vice Chair, Treasurer, Secretary and 1 other board member.
- *Academic Accountability Committee.* Monitors the overall academic performance of the school, reviews assessment data, works with school staff to present academic data to the board. Monitors progress toward meeting interim and five year charter goals.
- *Finance Committee.* Oversees current and long-term financial position; works with school staff to review financial data and reports back to the committee of the whole. Recommends external auditor each year.
- *Governance Committee.* Responsible for evaluating and developing the board. Recruits and trains trustees, performs annual self-assessment, provides new trustee orientation.
- *Development Committee.* Executes against fundraising objectives; develops strategies for outreach to the school's broader community - alumni, neighborhood residents, education and business communities and others. This board function may grow and break off into a separate fundraising infrastructure in support of APCS (e.g. The Amani Council).

Public notice of all Board meetings shall be given in accordance with the requirements of the Article 7 of the Public Officers Law. We will hold meetings at the school. We will post the meeting schedule prominently in the school and on the school's website. Local news media including public access television, radio and newspapers will be provided notice of all meetings. Meetings of the board are subject to the provisions of the Open Meetings Law.

### Job Description for Board Trustee

- Understand and support the mission of the school.
- Monitor progress in achieving educational outcomes and goals.
- Assure programs and services are mission-aligned.
- Leverage personal and professional knowledge and relationships for the advancement of the school.
- Commit time and talent towards board service (approximately 15 hours per month).
- Attend the monthly Board of Trustees meeting.
- Participate on assigned Board committees.
- Read materials, prepare for meetings, complete committee tasks.
- Attend meetings/events/classes at the school from time to time.
- Assist with fundraising and other ambassador tasks as needed.
- Attend Board development, training and planning sessions including weekend Board development event and 3-4 Saturday morning sessions.
- Develop and ensure adequate financial resources to meet mission success.
- Review and approve annual budget.
- Develop and approve goals and targets for annual fundraising.

## Full Application: Amani Public Charter School

- Support the Annual Fund Campaign, including soliciting donors and/or making a financial gift of at least two-thousand five hundred dollars (\$2,500.00), and assist staff in fundraising planning and activities.
- Participate on and provide leadership to Board meetings and standing committees.
- Prepare in advance for decision-making and policy formation at Board meetings and take responsibility for self-education on the major issues before the Board.
- Serve as an active and ongoing member of at least one committee.
- Complete all assigned committee tasks in a timely manner; maintain ongoing communication between meetings with committee chairperson regarding tasks, progress and next steps.
- Responsibly review and act upon committee recommendations brought to the Board for action.
- Evaluate Board performance through participation in the annual trustee self-review process.
- Serve as ambassadors, advocates and community representatives for the school.
- Understand, support, and communicate the mission statement to the community.
- Appoint the President, determine performance standards and evaluate performance annually.
- Inform the Board of Trustees of any potential conflicts of interest or instances of self-dealing, whether real or perceived, and abide by the decision of the Board related to the issue.

### **II. B Founding Board Composition**

#### Capacity to Found and Sustain a Quality School

The members of the Amani Public Charter School Founding and Governing Board exemplify the possibility of our vision and the promise of our mission. Our Board is made up of individuals who possess entrepreneurial, visionary, strong communication and problem solving skills and a passion for education. We will seek additional Board members that complement the competencies already present. The Board reflects the diversity represented in the Mount Vernon community. In building this board the lead founders sought individuals who were diverse in personal characteristics but also bring diverse interests, competencies and professions that provide resources and networks that span many areas. These individuals through their backgrounds demonstrate a commitment to a quality education provided by an effective efficient organization.

Should the school be chartered the Founding Board members will transition to the Board of Trustees charged with governing the school, directing its ultimate success and continuing to aggressively and selectively grow its membership to ensure the school's success.

#### Experiences and Expertise

Our founding board includes:

Sidney Burke: a partner in the New York Office of DLP Piper LLP (US), a global law firm lends his own legal expertise and seeks out *pro bono* legal assistance for the school. Mr. Burke received his J.D from NYU School of Law and his A.B from Harvard University.

Gerald Coleman: a lifelong resident of Mount Vernon. Mr. Coleman is a former trustee for the Mount Vernon Board of Education. He has worked as a business manager for a public charter school. Mr. Coleman earned a BA from the College of New Rochelle , a Masters of Business Education from Baruch College/City University and MBA from LIU School of Management (CW Post).

David Eichler: a Certified Public Accountant with extensive professional experience as a controller for a multibillion-dollar division of a public company. He earned his BS in Accounting from New York University.

## Full Application: Amani Public Charter School

Adell Dowdy: an educational professional with a career spanning over thirty years. Presently she is an Adjunct Professor in the Graduate Education Department of Mercy College, Dobbs Ferry, N.Y. She brings expertise in professional and curriculum development as well as school administration. Ms. Dowdy earned a BA from Benet College in Elementary Education and Reading, a MA in teaching from New York University and the Professional Diploma in Supervision and Administration from the City College of the City University of New York.

Stephanie McCaine is the Director of Admissions at Purchase College . She brings a strong operations background as well as visibility into the remote end of the Amani students 'educational journey. Ms. McCaine is a graduate of Skidmore College.

Laura Francis a lifelong resident of Mount Vernon is a former employee of the Mount Vernon City School District with extensive experience in curriculum development, assessment and technology as a tool to enhance learning. Ms. Francis earned a BS in Business Administration Marketing from the American University and the MS in Education from Fordham University.

Chanelle Hyde founder of a local non-profit in the area and brings a strong community perspective. She is presently the Drug Market Intervention Coordinator for the Mt. Vernon Police Department. She is currently pursuing her BA degree in Political Science from Fordham University. Ms. Hyde has deep ties with the Mt. Vernon community through policy advocacy and grassroots organizing initiatives.

Andrea Rogers, a professor at the Robert F. Wagner Graduate School of Public Service at New York University, brings an international perspective from her work advising grassroots organizers in Africa and expertise in capacity building for not-for-profits. Ms. Rogers has a Master's of Public and International Affairs and Economic and Social Development from the University of Pittsburgh and a Bachelors of Science in Foreign Service from Georgetown University.

Rich Thomas has a background in governmental affairs from his years as a special assistant in the Office of the Governor of New York State. Mr. Thomas is a graduate of New York University. He also attended the London School of Economics and Political Science.

Debra Stern is an Adjunct Professor at Concordia College . Ms. Stern attended New Rochelle Public Schools. She earned a BS from Cornell University, a MS from The College of New Rochelle, an ED.M at Teachers College, Columbia University and a MSW from New York University. She was a member of the Mount Vernon Library Board of Trustees and the Founding President of the Mount Vernon Public Library Foundation.

The resumes are attached detailing the experience of each member. We will continue to solicit board members during this planning period to flesh out areas in which we could still use expertise, in particular in the area of facilities. We are actively pursuing a local architect to be on the board. We have already secured the support of a local building manager and an architect who have provided *pro bono* services and will continue to be a part of our design team as we move forward.

## **II. C Management and Operations**

### Roles and Responsibilities for Administering the Day-to-Day Activities of the School

The mission of Amani Public Charter School drives all aspects of the organization. All faculty, staff and members of the Board of Trustees must fully align with the mission when making decisions for our students and the school.

The *Board of Trustees* determines and upholds the school's mission and vision. The board is responsible for hiring, setting compensation and evaluating the Executive Director. In addition, the Board is

## Full Application: Amani Public Charter School

responsible for ensuring the effective organizational planning and resource allocation as well as monitoring the school's programs and services according to the terms set forth in the charter.

The *Executive Director (the "ED")* ensures the school's success in achieving its mission and accomplishing its goal and manages the daily operation and oversight of the school.

The *Director of Curriculum and Instruction (the "DCI")* supports the mission, the Executive Director and the instructional staff and serves as a liaison for communications between the staff and the Executive Director. The DCI is responsible for implementing and managing instruction, curriculum design and assessment. The DCI will also have supervisory responsibilities for any additional instructional or support staff that the school may choose to hire, such as Teaching Assistants, Literacy Coach, ESL Teacher/Coordinator, Special Education Teacher/Coordinator and/or Curriculum Specialists.

The *Director of Finance and Operations (DFO)* will report directly to the Executive Director, but will have regular contact with the Board, particularly the Finance Committee. The Director of Finance and Operations will be responsible for the non-instructional operation of the school. The Director of Finance and Operations will supervise the management of student records and the maintenance of student academic performance information, personal contact and emergency information, and parental consent documents. He/she also manages and tracks student attendance and lateness.

The *Social Worker* assists students in developing behaviors consistent with the school's core values. The Social Worker is also responsible for contact with and feedback to parents in moderating problem behaviors. The Social Worker will oversee and implement "A-Money" – a reward system for positive behavior and high academic achievement.

*Administrative Assistants/Receptionists* – Facilitate office operations and gather essential data, monitor attendance practices and serving as initial points of contact for those entering the school.

*Bookkeeper – P/T Year 1* – Manages the financial records of the school including all aspects of payroll, procurement, bank reconciliations, deposits, transfers, financial reimbursement procedures and bill paying.

*Nurse – P/T Year 1* - Oversees health services, administers hearing/vision exams, tracks all required immunizations and physical exams; maintains student health records; and makes referrals when a student needs more than routine health services can provide.

The *Faculty* in the school is directly responsible for instruction and for reasonable feedback to parents on academic progress. They collaborate with peers on curriculum development and lesson planning to maximize opportunities for connecting curricula and concepts. All teachers will have a complete understanding of curricular goals and objectives.

The *Special Education Teacher/Coordinator* will provide instruction and academic setting to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners, and serves as direct contact to Committees on Special Education (CSE).

The *English as a Second Language Teacher/Coordinator* will provide instruction and academic setting to meet the needs of students who are English Language Learners. The ESL Teacher/Coordinator will administer the Home Language Survey to any student for whom home language is indicated as other than English.

*Attachment 6* is a graphical representation of the Organizational Structure.

Qualifications for Hiring Staff

We recognize the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to their coworkers or others. Before employees can begin working at APCS, they must clear the New York State Education Department (NYSED) fingerprint screening process. One or more of the following forms (OSPRA form 101, 102 and/or 104) must be submitted to NYSED for each new employee, even if the person was previously fingerprinted, cleared and/or employed by a New York State (NYS) school district or charter school, or through the NYS teacher certification process.

**IID. Staffing and Human Resources**

Staffing Plan for the Term of the Charter

We believe the following staffing structure is aligned with the budget, enrollment and mission. This staffing structure takes into account the growing needs of the school from a pedagogical perspective. We focus on making sure that we build a strong program for Special Education and English Language learners. We also account for the increase in revenue sources in later years.

Title	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1 1 1	1 1			
Director of Curriculum and Instruction	1	1	1	1	1
Director of Finance and operations	1	1	1	1	1
Social Worker/Guidance Counselors	1 1 2	4 6			
Office Manager	1 2 2	3 3			
Bookkeeper	1 1 1	1 1			
ELA	2 4 5	6 6			
Math	2 4 5	6 6			
Social Studies	0 1 1	2 2			
Science	0 0 1	2 2			
Reading Specialist	1 1 2	2 2			
Special Education Teacher	2.5	2.5	4	5	5
ELL Coordinator/Teacher	.5 .5 .5	.5 .5 .5			
Language Teacher	0 0 1	1 1			
Art	0 1 1	1 1			
Gym	.5	1 1 1	1		
School Nurse	.5	1 1.5	2		2
Total Staff	15 23	31		39.5	41.5
All are staff positions except bookkeeper and nurse which will be consultants.					

Strategies for Recruiting and Retaining Effective Teachers

The members of the Board along with the Executive Director will work diligently to attract and retain experienced and skilled teachers. At least two members of the founding board serve as professors at local colleges and have extensive contacts with excellent educators. We will leverage our relationship with the College of New Rochelle. Dr. Walter Sullivan, Associate Professor of Educational Leadership\_Director, Center for Policy and Practice, has offered support to the School’s team in developing and implementing the school’s academic programs. Over the 18 months of planning, the founding group has met many talented educators who have expressed excitement at the possibility of working at APCS and or helping to network to find experienced teachers who will be interested in working both at the school and in Westchester County. Our location, right outside of New York City, provides an option to recruit from the talent pool of teachers willing to work in New York. We are within minutes from the border of the Bronx. Our team feels that students are best served by experienced teachers, and has reflected that

## Full Application: Amani Public Charter School

priority by budgeting an average of \$60,000 per teacher in order to attract a solid core of experience. We have budgeted in an increase of \$5,000 plus a 3% cost of living adjustment to encourage teacher retention. Above all, we will provide a competitive compensation package, supportive and collegial professional environment and a school environment where staff will develop strong relationships with each other, students and families, and see their efforts rewarded through student learning. We believe that we will have success developing and retaining high quality and high potential staff members.

This will begin with hiring only the best-qualified teachers who are can support the school's mission and culture. We seek middle school state certified educators with a demonstrated record of success teaching middle school aged students. We also look closely at individuals who have participated in or led professional developments or trainings specifically addressing the difficulties in educating adolescents. General qualifications applicable for all staff include: strong academic preparation, a high degree of competence, intellectual rigor, emotional maturity, enthusiastic and professional attitude, knowledge of job related practices and the ability to further the goals of Amani. Successful candidates will understand and be committed to the mission, goals, philosophy and activities of Amani, as described in the school's charter. Special attention will be paid to the candidate's academic records and previous relevant experience. Prospective job candidates must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the support that a diverse student population requires. They must also be able to work in concert with the other members of the Amani staff. Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development. The responsibilities and qualifications of the Amani staff members are described in the attached job descriptions.

We will cast the net wide when hiring, and we have planned an aggressive, multi-pronged recruitment approach, including, but not limited to, advertising on the Internet, attending job fairs in the tri-state area and networking at events held by the New York City Center for Charter School Excellence and the New York Charter Schools Association. We also will utilize our extensive local contacts to help recruit staff from the community. Amani will participate in Westchester's on-line system for K-12 recruiting, OLAS. We will also utilize websites like LINKed and Craigslist and making use of teaching networks shared by the planning team.

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching staff, particularly in regards to the successful implementation of accommodations and modifications in the special education program. Therefore, the school leadership intends to reach out to organizations such as Accomplish Network to provide training, coaching and professional development on special education as well as provide support services to the school. We have budgeted for this.

Professional development for the entire staff regarding special education will be extremely important. Much of the training will be provided as part of our summer orientation for teachers, and will include training on the following topics: referral process, IEP development, IEP implementation, evaluation of student progress toward IEP goals and objectives, reporting requirements, confidentiality with regard to student records, and discipline of students with disabilities. We are committed to identifying and utilizing outside resources to assist with our professional development regarding special education whenever needed.

This staffing model, access to external resources such as those identified above, and teacher training provide a three-pronged approach to ensure that we are well prepared to meet the needs of all of our students with special needs.

### Reflecting the Anticipated Enrollment and Growth of the School in the Staffing Plan

Our staffing plan reflects two realities, the program will grow and we will have more requirements and

needs for the community. We will add additional support staff in the later years of the charter, specifically, two additional guidance counselors in years three and four and additional special education teachers in each year.

#### Plans for Evaluation and Retention

All teachers will be formally evaluated annually; however, informal evaluations will take place on an ongoing basis throughout the year. Evaluations for faculty will include specific criteria and a narrative summary, which will be in letterform, co-written by the DCI and the ED based on year-to-date observations. The focus of the evaluation letter will be on exceptional strengths and areas for improvement. While the DCI will perform classroom observations on a regular basis, the ED will conduct periodic observations throughout the year and one week of intensive observations. Teachers also will be asked to submit a self-evaluation. Faculty will have individualized plans as part of our continuous cycle of improvement, in which they will set goals for the year. The ED and DCI will collaborate on evaluations based on their observations and data collected throughout the year. Faculty will receive targeted support from the DCI around their areas noted for improvement.

#### Non-Certified Instructional Personnel

The school reserves the option for employing non-certified teachers so long as they comport to the following: are *exactly* the kind of individual(s) we seek that are committed to doing what it takes to improve student academic performance; fulfill at least one of the four criteria stipulated in Education Law § 2854(3)(a-1); that the total number of such teachers is equal to but not more than 30 percent of the teaching staff or five teachers, whichever is less; and qualify as subject-based competent pursuant to the federal *No Child Left Behind Act*.

Pursuant to the federal Individuals with Disabilities Education Act (IDEA), all teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) will be New York State certified in special education.

#### Employer-employee relationship

We believe in the importance of involving staff members in the decision-making processes at Amani, particularly during the start-up phase. The Executive Director and Director of Curriculum and Instruction will seek teacher input regarding school curriculum, culture and policy. Teacher input will begin during the summer orientation. While this orientation represents a significant investment of time, resources, energy and money on the part of school and staff, we believe it will be an essential, unique and extremely important opportunity for all staff to work to shape the upcoming school year. We plan to foster a collegial and collaborative relationship among the staff and administration. We have built time into the schedule once a week when there will not be students at the school. This time represents an opportunity for the entire school staff to meet and discuss the school's progress and needs.

Each year, faculty will evaluate school leadership and professional development opportunities as determined by an internally created survey that will measure the following domains: Academic Expectations, Communication, Engagement, and Safety and Respect. We will use data to create the experience for our faculty in the same way as for the rest of the community.

## **II.E Student Recruitment, Enrollment and Evidence of Demand**

#### Enrollment Projections

Our enrollment plan is based on a set of assumptions about attrition which are designed to ensure conservative budgeting. Following the experience of other local charter schools, we anticipate 8% annual attrition following grades 5 and 6. In subsequent grades, we are assuming an attrition rate of 2%. Mount Vernon is a moderately stable community and residential mobility is low. We expect that once parents

find a school that meets their child's needs and provides an exemplary educational experience, they will be less likely to change schools.

#### Plan for Recruitment of Students

Fundamentally, we know where the density of high needs children exists and we will target our recruitment efforts within these communities. We will target our recruitment throughout the city, and not simply through the local schools. We will take advantage of the extensive contacts of the founding board. Of the ten identified board members, seven are residents of the Mount Vernon Community. All members of the founding board have high visibility within the community and connections with organizations that will provide access to families traditionally less informed about educational options.

We know that it is going to require an enormous ground initiative to reach parents and guardians from families less informed about educational options. We will engage these parents through a grassroots organizing campaign that has already commenced. Over the last few months, members of the design team have attended various community gatherings to share information about Amani. We include a letter from the Chief of Police acknowledging our attendance at one such event.

Target students can be found in one of the following housing complexes: Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing). The lead founder is familiar with running election campaign initiatives for political campaigns where she and others on the team have walked from top to bottom on each of these housing complexes as part of a literature drop. The Founding Board will design a similar campaign for the school. We will reach out to the management of the housing complexes, with whom many members of the board have personal relationships, to host open house sessions in the community rooms of each building.

We will utilize the local media, not only through paid advertisements but we will also leverage the relationship our Board members have with the publishers of two local newspapers, *The Mount Vernon Inquirer* and *Mount Vernon Today*. We have already spoken with these two individuals about the possibility of their doing stories about the opening of the school. There are two community cable stations in Channel 6 and the government access channel, Channel 18 on Time Warner. We will place advertisements on these channels. There is one community radio station, WVOX, which covers all of lower Westchester. Members of our Board have appeared on shows on the station and have relationships with at least five local talk show hosts who are presently broadcasting on these channels. We will actively seek to appear on each of these shows. We will draw upon the relationship members of our Board have with the education reporter from the *Journal News* to generate stories about the school in the Westchester County newspaper of record.

Community-style open house meetings will be held in the Doles Center, the Mount Vernon Public Library and the Mount Vernon Family YMCA. All are community institutions located in the 10550 zip code. The public library director has submitted a letter of support to the project. The Mount Vernon Family YMCA is a partner with us, serving as a potential landlord.

The focal point for the Latino community centers around several churches: Our Lady of Victory Roman Catholic Church, de Nuestra Senora de Monte Carmelo Roman Catholic Church and St. Ursula's Roman Catholic Church. All hold native language services. Design team members have visited each of these churches and have met with the clergy. We will hold community-style open houses at each of these churches, led by a Spanish and Portuguese speaking member of our team.

#### Documentation of Demand

Over the last few months we have made strategic moves to educate the community through the petition process. We visited each elementary school in the city to collect signatures and distribute materials. We

also attended many community events. We collected 391 signatures representing 486 children. 108 of who would be eligible to enroll in 2011. We will send letters to all individuals who signed the petition, outlining the opening of the school and alerting these individuals to the lottery process.

We embarked on an outreach process in order to ensure that families, parents and students in the Mount Vernon community were given a voice in the planning process. These various constituencies provided feedback to the planning team about what they understand the problems facing the Mount Vernon community to be, as well as what they are hoping for in a charter school. Many of these meetings were informal in nature and occurred organically through our community outreach. We also held several formal information sessions in the community, allowing the founding team to speak directly to community members, explain the plan and hear the feedback, questions, concerns and suggestions from families, parents and students. On November 21, 2009, we hosted a reception to offer the community a formal introduction to the Amani Public Charter School at Over 30 people were in attendance to hear about the project. We recruited several Board members from this event. Over the next few months during the fall, we will host cottage parties throughout the community to continue to bring information about the Amani Public Charter School to the wider Mount Vernon populace.

#### Enrollment data from other schools in the community.

While there are no other charter schools in the community, there are over 104 private and parochial schools within a five-mile radius of Mount Vernon. According to the 2008-2009 Mount Vernon School District Report card, there were 698 third graders enrolled in the Mount Vernon Public Schools. Suggestive of what we know, significant numbers of families are opting out of the public education system. We believe that for every five 3<sup>rd</sup> graders enrolled, there is one child attending one of these 104 private or parochial schools located in and around the city.

## **II. F. Community Involvement**

### Vision for Community Involvement

Our founding team includes a coalition of Mount Vernon residents, educators, parents, grandparents, non-profit representatives, and community and civic leaders. Mount Vernon is a small, insular community. Interpersonal relationships and histories carry great weight as a result. It would be extremely difficult for a perceived outsider to engender community support. Of the 10 prospective Amani board members, five are lifelong members of the Mount Vernon community and were educated in its public schools. We include deacons at local churches, past employees of the Mount Vernon City School District, a former school board trustee, a past trustee of the Mount Vernon Library, a trustee of the Mount Vernon Library Friends Foundation and parents of children presently in the Mount Vernon public schools.

We have placed a premium on soliciting support from the Mount Vernon community during the development of the application. We visited every elementary school in the district obtain signatures from interested parents and to distribute informational materials. Members of our board were also invited to speak to PTA organizations, including the Mount Vernon PTA council, as well as the PTA at Holmes Elementary and Williams Elementary. We have a standing invitation to return to the PTA Council to provide updates. People in the community - both leaders and parents - are excited about the prospect of Amani Public Charter School, the most frequent response being "it is needed," the most frequent question, "when is it opening?" There is a robust swelling demand for this School.

### Strategy for Community Involvement

Since January of 2010 we have met with community leaders to discuss the Amani proposal in considerable detail, to gather input for the school design and to answer questions that they have about charter schools, generally. This awareness campaign has extended throughout Westchester County. Over the last 18 months, members of our design team have met with the following community leaders:

## Full Application: Amani Public Charter School

Individuals we have met with included: Welton Sawyer, Superintendent of schools; Reverend Dr. Franklyn W. Richardson; Clinton Young, Mount Vernon Mayor; George Oros ,Chief of Staff, Westchester County Executive; Ken Jenkins, Chair of the County Board of Legislators; Lyndon Williams, Vice Chair County Board of Legislators; Senator Ruth Hassel Thompson; Barbara Duncan, Mount Vernon Chief of Police; Senator Jeff Klein ; Senator Suzie Oppenheimer; Assemblyman Gary Pretlow; Frank Fraley, President of the Mount Vernon Chamber of Commerce; Darrin Moore, President of the United Black Clergy; Karen Watts, Mount Vernon City Council; Melanie Moses and Kim Jones , President and Vice President of the Mount Vernon PTA Council.

We will make the natural progression to return to these individuals as a means to recruit student and families. All of these individuals influence constituent groups that include potential enrollees at Amani. Each of these individuals has received copies of the Prospectus and will receive copies of the final application after it has been delivered.

### Furthering the School's Mission and Program

Community partners will play a key role in the life of the School. The Mount Vernon YMCA has provided a letter of support memorializing our plans to rent space and to share services. Amani students will be able to utilize the YMCA's swimming pool as part of the School's physical education program. Families will be able to access the after-school programs available at the YMCA.

Other community partnerships that we have developed include one with Michael Arterberry, of the Powers of Peace program. Arterberry will be a part of our school program by providing intensive training in teamwork, communications, conflict resolution, self-esteem and diversity to both staff and students. Young at Arts, a successful theater program for children will also establish programs for Amani students as part of its enrichment program. We will utilize the extensive contacts of the founding board to bring in outside resources through the City of Mount Vernon and the County of Westchester. We also have letters of support from the Westchester County Executive and from State Senator Jeff Klein.

Finally, we have built a relationship with the College of New Rochelle ("CNR") and Dr. Walter Sullivan, Associate Professor of Educational Leadership and the Director, Center for Policy and Practice. CNR will support the Amani Public Charter School's planning and educational leadership team in developing and implementing the school's academic programs. We expect to leverage this under our teacher recruitment initiatives.

The letters of support serve as evidence of the work that the founding board has done over the past year to reach out to community groups for the betterment of the Amani Public Charter School.

## **III. Financial Plan**

### **III.A Budget**

#### Key Budget Assumptions

1. The key design elements of the school are what drive estimated expenditures, namely:

- Great teachers
- Exemplary academic program
- Strong school culture

Each component part of the design of the school spawns specific costs. The staffing chart stems from the educational choices. For example, collaborative team teaching in math and ELA require two teachers per classroom for each subject, and therefore the first -year budget supports two special education teachers to fulfill this objective.

## Full Application: Amani Public Charter School

2. The enrollment forecast is also a critical assumption driving the budget plan. It hinges on the basic notion that although small school size is valued above small class size, we believe it is important class size not exceed the levels of the regular public schools. Amani will support class size of approximately 27 children per section.
3. Special Education and English Language Learners will represent significant numbers of children, and our plan to meet their unique requirements drives budgeting. We anticipate 13% SPED children and approximately 20% ELL children. Their requirements are reflected in the number of SPED teachers and ELL specialists in each year of the program.
4. On the revenue side, the budget forecast is driven by the basic assumption that 65% of enrollees will be free and reduced lunch eligible, and entitling the school to the Title I funding stream. Likewise, our conservative 13% SPEDs drive IDEA funding.
5. APCS will be financially sustainable based upon the per pupil allocation received from the Mount Vernon City School District.

### Cash Flow Shortfalls

Although we have devised a budget plan that is consistently net income positive, it is possible, even likely in years 1 and 2, that cash reserves will be limited during certain periods. We anticipate delays will occur with respect to the receipt of state and federal funding streams including possibly the per pupil allocation from the school district, which will be the financial lifeblood of the school. To cover these periods, Amani will access a short-term borrowing vehicle such as a line of credit. The founding team has reached out to LISC (Local Initiatives Support Corporation) and Hudson Valley Bank (a regional commercial lender). Both lenders are familiar with school financing and both offer credit lines for this purpose, either secured or unsecured, and they have expressed readiness to assist upon existence of the charter.

### Enrollment

It is highly likely that Amani will attain its enrollment targets with 100% of students coming from Mount Vernon. We base this assumption on the founders' knowledge of the community and the nearly 400 parent support signatures that were collected over six months. If the recruitment process in Mount Vernon results in a shortfall of students, it is extremely likely that we will fill the vacancies with children from Yonkers and New York City where there are thousands of children on charter school waiting lists.

### Budget Shortfalls

Our basic design principle is that the school should be able to sustain itself using the per pupil allocation from the school district. Nevertheless, there will be on-going private fundraising to drive the school's financial stability. In year 1, we have made a conservative estimate of \$42,500 for both Board contributions and fundraising combined. We expect it will take the better part of the first year to establish the fundraising infrastructure to buffer the school from shortfalls and to establish credit worthiness.

The startup period and year 1, as with most new business entities, are clearly going to be a challenge. We anticipate, but have NOT included in our forecast, that funds will be available via the Walton Foundation, Charter School Planning Grants (CSP) and State Stimulus Funds, among others, for year 1. Any one of these will significantly alleviate budget pressure.

We developed the 5-year forecast using the Preliminary 2010-11 Basic Tuition forecast of \$16,794 per child in order to support the needs of the net income strained first year. If the Final 2009-10 Basic Tuition of \$15,367 were to be our actual receivable, then the un-forecast grant revenue will recover the shortfall.

Form 5 attached, Budget and Cash Flow Template

### **III.B Financial Management**

#### Systems and Procedures

The Amani Public Charter School Board, through its Finance Committee will develop a set of financial policies, including guidelines around borrowing and investment strategies, through a strategic planning process. The school will draw upon the expertise of Board members and staff. The Board comprises individuals with expertise in corporate finance, regulatory compliance, charter school management, non-profit facilities management, education finance, auditing, law and other relevant areas. The financial management plan will be comprehensive, including the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting and payroll.

Basic best practices will include, without limitation:

- Closing books each month on a timely basis
- Posting all transactions to general ledger (no off-books transactions)
- Internal spot audits (payroll, lunch program, etc.)
- Monthly budget report with budget-to-actual
- Inventory of assets, including technology

#### Staff Responsible for Financial Oversight

The Executive Director is the CEO of the school and will have final authority and responsibility for its financial management. He/she will present a monthly budget status report, monthly cash report and quarterly statements of financial condition to the Board of Trustees. The Executive Director will hire a Director of Finance and Operations (DFO) experienced in charter school budget planning and not-for-profit corporate finance. The DFO will purchase, with approval from the ED, the services of an outside company to provide extensive back-office business services.

The Amani founding team has had preliminary discussions with two such vendors including Charter School Business Management. The selected vendor will provide the following functions at the direction of the DFO:

- Manage annual financial audit, tax filings and 990 filing with auditor
- Manage annual budget process with the Executive Director
- Manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer and Board of Trustees
- Complete all federal, state and city grant administration/reporting
- Post revenues, bank deposits, expenses, check disbursements in accounting system and file all related accounting documents
- Complete bank reconciliations, handle treasury management to maximize interest income
- Prepare payroll

#### Protection of Student and Financial Records

Data security for the financial records and student information is the responsibility of the DFO. Related to this function is the DFO's responsibility for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as each metric is associated with state and federal entitlements as well as grant monies. Tracking the precise eligibility of each student will be an on-going process that begins during student recruitment, intensifies with registration and re-occurs at key junctures throughout the academic year.

#### Annual Independent Financial Audit

## Full Application: Amani Public Charter School

The DFO is responsible for closing the fiscal year on June 30, and for preparing timely and accurate annual financial statements. In addition, an external auditor will be used to test the validity of the information in the financial statement and to provide a report containing any significant findings or material weaknesses in the financial processes used by the school. Financial statements and auditors' finding will be provided to the Board's Finance Committee for review and comment, and then to the Committee of the Whole. Financial statements and audit reports will be made available to the public via the school's web site.

### GAAP

The School will use accrual basis accounting, in accordance with Generally Accepted Accounting Principles (GAAP), for all its financial management, budgeting, bookkeeping and reporting. The DFO will ensure that the procedures and systems that are used and the financial reports that are generated are consistent with the needs of the school and the requirements of its charter authorizer. Financial management will be executed by way of an annual budget forecasting process, annual audits, tax filings, and 990 filings.

### Insurances

The school will purchase all necessary insurance policies to insulate the corporate entity itself, its Board, staff and teachers from liabilities and claims arising under operations. This would include, without limitation, insurance for property, casualty, liability and workers' compensation. An insurance policy for errors and omissions for directors and officers will be purchased.

### Internal Controls

#### *Payroll*

The DFO will be responsible for providing payroll administration and related services to the school. The DFO will establish a system—including a schedule and set of procedures—to ensure that (a) the school obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis; (b) the school processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies; (c) continuous communication occurs between payroll service and the DFO so that any problems are identified and addressed immediately; and (d) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed. Payroll and reporting responsibilities will include W2 and 1099 distribution, pay scale determination, time tracking for days off, vacation, sick, personal, jury duty, bereavement and excused absences for professional development.

#### *Purchases*

The school DFO will be responsible for establishing a purchasing and acquisition system. The system will ensure that assets are secure, and that supplies purchased are tracked. Purchase orders for goods up to \$10,000 for the good of the school may be processed pending approval from the DFO. For agreed upon standard purchases less than \$10,000, the DFO, with ED approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$10,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.

The ED is responsible for signing all checks subject to authority by the Board. All checks over \$100 shall be issued only when approved by the ED. All checks in excess of \$3,000 will require the signature of the ED and the Board.

#### *Compliance*

The DFO will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The job description for the Director of

Finance and Operations will clearly delineate the responsibilities related to all compliance and the Director of Finance and Operation’s responsibility to carry out or to provide oversight to all areas of compliance for the school. Title I - V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters and the student lottery will follow all applicable laws. An annual sexual harassment seminar will be planned and legal issues with *pro bono* Attorneys and compliance issues related to Board of Trustees and charter renewal will be addressed.

*Cash Management and Investing*

After the budget has been completed and cash balances determined, the DFO in partnership with the Executive Director and Board, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CDs, treasury bills and money market mutual funds.

**III.C. Facility**

We intend to locate the Amani Public Charter School on the South Side of Mount Vernon. Mount Vernon is a small suburban/urban community, four square miles, bifurcated literally and figuratively by the train tracks in the center of town. The population that we intend to target lives primarily on the south side of Mount Vernon. However, Mount Vernon is a walking community and we feel that any of the locations we have identified will be accessible to the targeted community. See <http://www.aardvarkmap.net/mape/10145G95> for a map of all the locations.

APCS Facility Needs

Based on our enrollment plan to enroll 80 students during our first year, we would need at least 8,000 sq. feet for our initial facility, assuming 100 sq. feet per student. We plan to secure a temporary facility that would allow the school to locate for at least two years as we develop the permanent location at the Mount Vernon Family YMCA. So we hope to secure a space with at least 18,000 sq. feet which would include the following:

<b>Purpose for Room</b>	<b>Square Footage Required</b>	<b>Number of Rooms required First Year</b>
Classrooms 800		3
Resource Room	350	1
Administrative Space	1500	2
Storage 500		1

We will not need any residential facilities, nor will we house community facilities. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access.

We have planned to phase the facility development in line with the growth in the student population. We have narrowed our facility survey to 5 sites. The ideal locations for APCS are spaces that neither requires a change of use nor a great deal of reconstruction for year 1 and 2. This will conserve capital expenditures and effort as the permanent location identified ideally at Mount Vernon Family YMCA is being developed.

Incubator Space

We plan to secure a temporary facility that would allow the school to locate for at least two years as we develop the permanent location at the Mount Vernon Family YMCA. Of the four locations currently under consideration for incubator space, both St. Ursula and Friendship Worship Center have served as

Full Application: Amani Public Charter School

facilities that house educational programs. Though not completely ADA accessible, St. Ursula and The Friendship Center both require limited modifications to restrooms in order to meet the current standard. The 31 South Street site is completely ADA accessible.

We hope to secure a space in Year 1 and Year 2 that will fully accommodate 160 students. Each facility below, save 31 South Street, has existing space provisioned for classroom, meeting, office and public assembly.

*Friendship Worship Center (FWC)* The educational facility is newly renovated and currently houses an under-utilized childcare facility licensed to serve 62 pre-school children in one of two ground floor wings. The building has ample onsite parking, and is served by the Westchester Bee-Line bus on routes numbered 40, 41, and 400. This site has been fully renovated and all classrooms and offices have been wired with CAT5 data cabling which is sufficient for APCS needs. FWC has a shared multipurpose area (1,000 sq. ft. of space not counted in the calculation below) that can be scheduled for lunchroom facilities, as well as a nurse's office. Though no formal contracts have been negotiated, the FWC is amenable to our program and is willing to commit to a two-year lease of the space described below at between \$15-\$18 per sq. ft. including utilities. The owner is currently constructing a ramp which will provide covered, year-round compliant wheelchair access to the facility. APCS would need to retrofit an existing bathroom to meet ADA requirements. It is estimated that the cost of this modification would be \$7,500.

Site: Friendship Worship Center 261 East Lincoln Avenue	Total Square Footage Available 5,000 USF ground floor	Number of Rooms
Classrooms	420 sq ft	5 ( one room has a moveable partition)
Assembly	1200 sq ft	1
Administrative Space	350 sq ft	2
Storage	500	2

*St. Ursula's Church School* is an educational facility that until three years ago housed a k-12 parochial school. The building has limited onsite parking, and is served by the Westchester Bee-Line bus on routes numbered 40, 41, and 400. The facility formerly served as a parish school, which closed in the late 1980s. The educational facilities are located in a two-story complex that includes a gymnasium, as well as an outdoor playground, a cafeteria and commercial kitchen, and 8 classrooms, 4 of which are leased to Mount Vernon's Board of Education on the 2<sup>nd</sup> floor. Though no formal contracts have been negotiated, St Ursula is amenable to our program and is willing to commit to a two-year lease of the space described below at between \$18-\$19 per sq. ft. including utilities. The building has an ADA accessible entrance. APCS would need to retrofit an existing bathroom to meet ADA requirements. It is estimated that the cost of this modification would be \$6,300.

Site: St Ursula's Church School 214 East Lincoln Avenue	Total Square Footage Available 7,500 USF ground floor	Number of Rooms
Classrooms	750 sq ft	4
Assembly /Gymnasium	2200 sq ft	1
Administrative Space	350 sq ft	2
Storage	500	2

Full Application: Amani Public Charter School

*South Street Lofts* is a fully modernized, open-air, newly renovated commercial space. The South Street Lofts are not currently approved for use as an educational facility. The building has ample parking and each floor is leased separately with dedicated parking to commercial tenants. This site could be used as temporary to permanent space as the site can easily be subdivided for classroom and offices as needed. There is currently unoccupied space on the second floor in addition to the vacant space in the 3<sup>rd</sup> level. The building is wired with CAT6 data cabling. All toilet facilities are ADA accessible, and the building has an elevator. APCS would need an architect to file for both the public assembly spaces and the change of use from commercial to educational facilities. Though no formal contracts have been negotiated, the South Street Loft's developer is currently offering space in the building for triple net lease terms at around \$20 per sq. ft. This would not include utilities, taxes (which APCS may be exempted from some or all) common charges, or any escalation. Renovation costs to re-work the existing life-safety coverage for Year 1 and install interior partitions could be budgeted at between \$40,000 and \$70,000 depending on how many interior partitions would be required, and could be included in a landlord-tenant work letter, and remitted over time in the rental cost. A Year 1 budget of \$18,625 per month for 7500 sq. ft. should be negotiable for this space in consideration of a five-year contract.

Site: South Street Lofts	Total Square Footage Available	Number of Rooms
	3 <sup>rd</sup> floor	
	14,000 USF	
Classrooms	750 sq ft	6
Assembly /Multipurpose	2200 sq ft	3
Administrative Space	350 sq ft	5
Storage	500	2

Permanent Space

*Mt. Carmel* was a parish school for the Catholic Church built in 1905 and is located south of the Metro North railway. The location of this school building is proximal to the Metro North Train and in walking distance from the major bus hub for the Westchester bus line. There is no on-site parking. In spite of The Mount Carmel facility being currently unoccupied, the building has all of the features that would be required for the APCS program through the 5<sup>th</sup> year and beyond. This facility would be considered a secondary site under consideration for long-term planning purposes. The Mount Carmel facility is being offered for sale with the current asking price at about \$54 per square foot. Properties in similar condition have been transacted upon recently between \$35 and \$40 per square foot. Total upfront acquisition and renovation costs could range between \$700,000 and \$1,100,000. Monthly servicing of these borrowed amounts plus taxes, insurance and utilities could be budgeted at \$19,000 per month

Site: Mt. Carmel	Total Square Footage Available	Number of Rooms
19 South 10 <sup>th</sup> Avenue	19,000 USF 4 floors	
Classrooms	800 sq ft	8
Assembly /Gym	4200 sq ft	2
Administrative Space	350 sq ft	3
Storage	2000	2

*Mount Vernon Family YMCA* is located in the heart of the community near the Mount Vernon Public Library, Westhab Shelter, a residence for homeless families, and many other cultural and community

resources. The Y is well served by several major bus lines as it is across the street from the Central Bus hub for Westchester County, and the Metro North Railroad. The YMCA building complex includes a residence, an indoor pool, a gym, 3 classrooms that are currently used for licensed daycare, and a vacant lot suitable for new construction. The YMCA is interested in partnering with APCS to develop a new building on the vacant 40' x 100' lot that it owns, and which will have an adjacency to the pool and athletic facility on Third Avenue. The proposed scope of work for a new 4-level 23,000 sq. ft. facility has been outlined by Kaeyer, Garment and Davidson (KGD), and represents the ideal venue for APCS. KGD is a well-established award winning architectural firm that has successfully completed major institutional projects for Westchester Community College and the Jacob Burns Film Center. The firm recently completed a new 80,000 sq. ft replacement elementary school for the City of White Plains. The YMCA lot on Third Avenue is sized such that one grade level would be comfortably housed per floor including 3 classrooms (1 larger to double as a science room), 1 small group instruction/breakout room, toilets and utility space on each floor. We would propose the older grades (7/8) on the upper levels. All instructional spaces take advantage of natural light. Vertical circulation consists of one primary light filled stair and an elevator. By constructing four levels, 9 to 11 classrooms would be accommodated in the addition with storage and mechanical space in the basement. A main entrance lobby and main office with principal's suite is shown on the first floor. See Attached KGD Plans. By co-locating the academic program of the Amani Public Charter School in a community hub like the YMCA, the school becomes an incredible venue for its student body to meet and exceed the academic, social and physical challenges that the staff has envisioned in the mission. A new 23,000 sq ft building is estimated to cost between \$210 and \$255 per sq ft. As the site is controlled by the YMCA, cost sharing of the capital expenses is being modeled after other Charter School YMCA projects, creating a public/private partnership that will be well positioned to take advantage of private donations, institutional capital, grants, and public funding.

Site: Mount Vernon Family YMCA	Total Square Footage Proposed	Number of Rooms
Classrooms	770 sq ft	6
Assembly /Gymnasium	6200 sq ft ( existing at YMCA)	1
Administrative Space	520 sq ft	1
Science Labs	1040 sq ft	3
Storage 630		3

**III.D. Transportation**

Amani Public Charter School students will receive transportation services for which we are statutorily eligible under §2853(4) (b) and § 3635 of the Education Law. We do not intend to provide additional transportation for students enrolled in the school who are not eligible for transportation from their residence, with the exception of transportation for required field trips. We anticipate the majority of students attending APCS will reside in the Mount Vernon City School District and will walk to school, be driven by parents or utilize public transportation. Parents/guardians of students ineligible for transportation will be responsible to make appropriate provisions for their children.

**III.E Food Service**

Amani will offer breakfast and lunch in compliance with all requirements of the National School Lunch Program, served in a manner consistent with State and Federal guidelines. Approximately 65% of students the Mount Vernon City School District are eligible for Free or Reduced-Rate Lunch, as

## Full Application: Amani Public Charter School

administered by the U.S. Department of Agriculture. We will retain all records and create a database containing student data, nutritional compliance information, and meal pricing data.

We will distribute Form 1041 to students upon enrollment and ensure completed 1041 forms are collected from parents. Immediately after collecting form 1041, we will assign meal categories to each student, based on parent income levels. The DFO will have responsibility for overseeing the school lunch program.

It is our plan to locate in a private facility. Of the facilities that we are considering one does not have mechanisms for heating food and two do. We will serve cold meals if we are not able to heat meals. It is our goal to have the ability to provide hot food.

ARAMARK (current provider for Mount Vernon City School District) and Preferred Foods (current provider for Charter School for Educational Excellence in Yonkers) are the two food service vendors we are considering using. Preliminary discussions with ARAMark suggest a cost of \$1.55 per meal. Preferred Foods has estimated the cost per meal would be \$2.40 for lunch and \$1.40 for breakfast.

### **III. F. Insurance**

We will obtain the following insurance coverage:

- General Liability -- \$2 million aggregate and \$1 million for each occurrence;
- Umbrella Liability – \$5 million limit of coverage;
- Directors & Officers -- \$1 million in coverage;
- Student Accident & Medical Expense -- \$1 million limit;
- Auto – for non-owned vehicles in use for school business;
- Property – \$250,000 in coverage for leasehold improvements, school furnishings and equipment;
- Workers' Compensation.

We received two insurance quotes from the following vendors: Austin & Co and Arthur J. Gallagher Inc.

### **III.G Pre-Opening Plan**

Below is an action plan that outlines the steps and strategies that the founding group will undertake to ensure a successful opening of the school. We have organized the table into the following areas: student affairs, instruction, human resources, facility, finance and other. The chart will indicate the start and completion date for each task, as applicable. It is our intent to begin some critical tasks as the charter is under review. We will move forward to identify an Executive Director and have them begin the process of hiring to be completed by early June to allow for fingerprint clearance for staff members.

Full Application: Amani Public Charter School

<b>Action</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Responsibility</b>
Ratify school by-laws		Within 30 days of issuance of charter	Board
Conduct mini board retreats to clarify role during pre-opening	October 2010	January 2011	Board Chair & volunteers
Develop Board calendar including meeting schedule after charter is approved	November 2010	January 2011	Board Chair
Establish Board training schedule	January 1, 2011		Board Chair
Revise and enhance all school policies: Open Meeting, FOIL, etc. to make them working policy	January 2011	March 2011	Board
<b>STUDENT AFFAIRS</b>			
Draft and approve comprehensive policies for admissions, enrollment and attendance	Immediately upon charter grant	January 1, 2011	Board & volunteers
Define application period and set lottery date	Immediately upon charter grant	January 1, 2011	Board & volunteers
Develop all marketing materials and student recruitment materials	November 2010	January 1, 2011	Board & volunteers
Establish recruitment team	November 2010	January 1, 2011	Board & volunteers
Plan recruitment outreach program including the creation of recruitment documents	November 2010	January 1, 2011	Board & volunteers
Assure all marketing and recruitment materials translated to Spanish and Portuguese	January 2011	February 2011	Board & volunteers
Application period	February 2011	April 2011	
Organize community information sessions	February 2011	April 2011	Board & volunteers
Begin efforts to publicize the new school and recruit students	February 2011	April 2011	Board & volunteers
Direct mail applications and information to parents who signed the charter application petition	February 2011	February 2011	Board & volunteers
Generate the school year calendar	March 1, 2011	April 1, 2011	Board & volunteers
Create tracking systems for applications and create systems for receiving documents	March 1, 2011	April 2011	ED & DCI
Conduct Lottery	April 1, 2011		Board & volunteers
Student registration process: Collect all documents, health Forms, registration forms, and lunch forms. Process for maintaining documents also put into place. Establish one locked file for student records and another for health files.	May 2011	August 2011	ED & DCI
Finalize student handbook and have printed	April 2011	August 2011	ED & DCI
Ensure all IEP and student records of incoming students are obtained	April 2011	August 1, 2011	ED & DCI
Develop school safety plan	June 2011	August 1, 2011	ED & DCI & DFO

Full Application: Amani Public Charter School

Action	Start Date	Completion Date	Responsibility
Begin planning for summer orientation	April 1, 2011	August 2011	ED & DCI & DFO
<b>INSTRUCTION</b>			
Executive Director and Board Education Committee work to refine the curriculum	November 2010	April 2011	Board & Volunteers
Executive Director ensures that all necessary instructional supplies, books, equipment, assessments are ordered	April 1, 2011	August 2011	ED & DCI
Collect all admitted students' IEPs	April 2011	August 2011	ED & DCI & DFO
Administer baseline assessments to new students	June 2011	July 2011	ED & DCI
Set up classroom and other instructional space	July 2011	August 2011	ED & DCI & DFO
Provide faculty training on curriculum, school culture, data analysis and other topics	August 2011		ED & DCI & DFO
Make student class assignments	August 2011		DCI
<b>ACADEMIC PROGRAM AND SCHOOL ADMINISTRATION</b>			
Recommend Executive Director to Board of Trustees	Immediately upon charter grant		Board Chair
Establish hiring rubric based on job descriptions and skills required for student and community needs	November 2010	January 1, 2011	ED
Create job posting advertisements and plan	November 2010	January 2011	ED & Board
Recruit school leadership team: Director of Curriculum and Instruction and Director of Finance and Operations	January 1, 2011	March 2011	Board
Receive resumes and begin interviews for staff positions	March 2011		ED DCI & DFO
Maintain database for tracking candidates	March 2011		ED, DCI & DFO
Establish fringe benefits for school employees including health insurance etc	March 1, 2011	July 2011	Board
Staff members fingerprinted	March 1, 2011		
Establish personnel manual and school policies; distribute to staff	March 2011	August 1, 2011	ED
Active recruitment and interview of faculty – including phone interviews, in-person interviews, model lessons, etc.	March 2011	June 2011	ED, DCI & DFO
Hire candidates, subject to Board approval	May 2011	June 2011	ED & Board
Training for all staff – ED to faculty	January 2011	August 2011	
Make arrangements to provide a range of special education services	January 2011	July 1, 2011	
<b>FACILITIES</b>			
Secure facility	November 2010	February 2011	Founding Team
Complete lease negotiation	January 2011	March 1, 2011	Board Chair

Full Application: Amani Public Charter School

<b>Action</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Responsibility</b>
Determine improvements that need to be made to facility	February 2011	May 2011	
Carry out improvements		August	
Classroom and office equipment purchased by ED and DFO	May 2011	July 1, 2011	
Assure proper technology, including phones, copy machines, facsimile machines, and Internet service are in place	May	July 1, 2011	
<b>FINANCE</b>			
Complete grant applications – Walton and CSP	September 2010		
Finalize budget	January 1, 2011		
Contract with vendor to handle accounting and fiscal duties	March 2011		
Provide evidence of accounting system with internal controls and fiscal policies	Immediately upon charter grant	February 2011	
Arrange Board liability Insurance	January 2011		
Establish chart of accounts	April 2011		
Establish bank accounts	April 2011		
Set up annual audit schedule with a CPA	April 2011		
Ensure federal title applications submitted in timeline manner	April 2011	June 2011	
Establish payroll system	April 2011	June 2011	
Establish system to report enrollment of students to school districts	Immediately upon charter grant	June 2011	
<b>OPERATIONS</b>			
Arrange for food service	April 2011	August 2011	
Arrange for nurse and maintenance of all health records	April 2011	August 2011	
Establish all necessary insurance	March 1, 2011	July 2011	
Submit paperwork to become a 501c(3) organization	January 2011	June 2011	
Set up procurement system for school staff	June 2011		
Order teaching materials, furniture and other necessary items responsibility of ED and DFO and DCI	February 2011	July 2011	
<b>Action</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Responsibility</b>
Ratify school by-laws		Within 30 days of issuance of charter	
Conduct mini board retreats to clarify role during pre-opening	October 2010	January 2011	Board Chair & volunteers



**V. REQUIRED FORMS**

**Form 1: Certification Statement**

Proposed Charter School Name Amani Public Charter School

Proposed School Location (District) Mount Vernon Public School District

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

Signature of Authorized Person  Date 9/21/10

(Please label the copy that has original signatures.)

Print/Type Name Stephanie J. McCaine

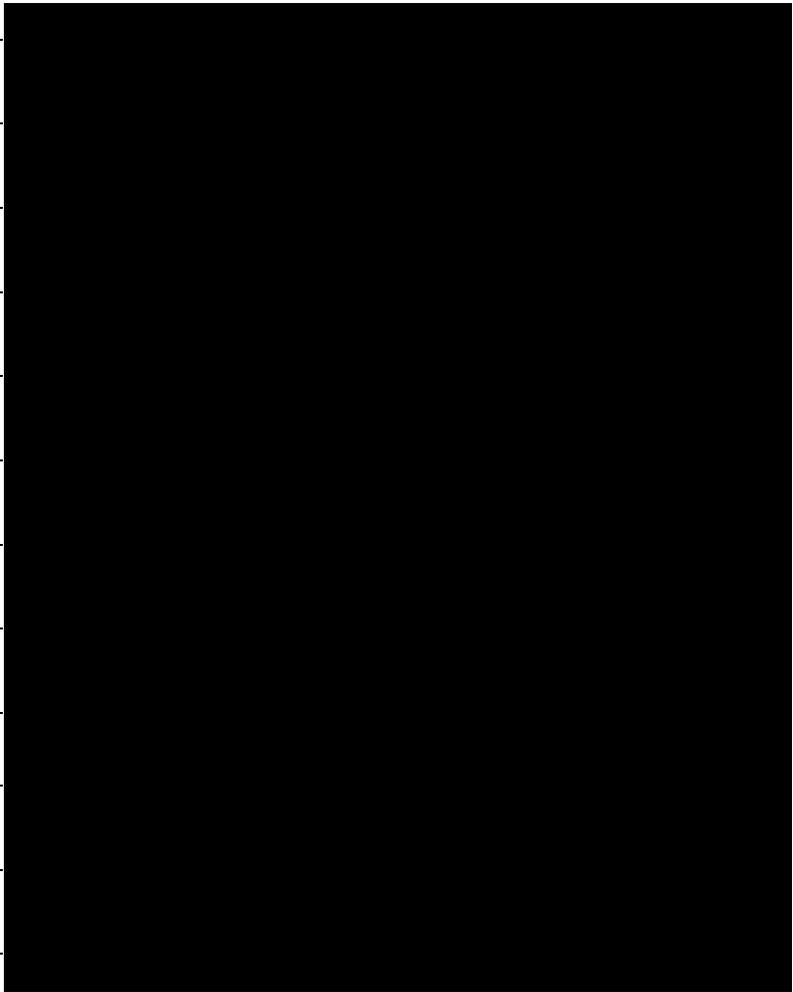
Address 

Daytime Phone 

Fax: NA

Full Application: Amani Public Charter School  
Form 2 – Roster of Key Contacts

Sidney Burke
Gerald Marshall Coleman
E. Adell Dowdy
David Eichler
Laura Francis
Chanelle Hyde
Stephanie J. McCaine
Debra Stern
Roxanne Neilson
Andrea J. Rogers
Richard Thomas



Full Application: Amani Public Charter School

Sample Fifth Grade Schedule

	<b>5</b>	<b>Minutes</b>	<b>Weekly</b>
7:45-8:15	Breakfast Club	45	225
8:15 -8:30	Home Room	15	75
8:30 - 10:30	ELA (ELA 2)	120	600
	Wilson Reading Intervention (Reading Specialist)		
10:30-Noon	Math (Math 1/Special Education)	90	450
	Math Remediation/pullout		
12:00-12:45	Lunch	45	225
12:45-1:45	Science	60	300
1:45-2:45	Social Studies	60	300
2:45-3:30	Art/Phys Ed	45	225
3:30-4:30	Advisor y/Enrichment	60	300

Full Application: Amani Public Charter School  
Attachment 2 – Proposed Annual Calendar

July 2011						
Su	M	Tu	W	Th	F	Sa
					1 2	
3	4 5		6 7		8 9	7
10	11 12		13 14		15 16	
17	18 19		20 21		22 23	
24	25 26		27 28		29 30	
31						

August 2011						
Su	M	Tu	W	Th	F	Sa
1		2 3		4 5		6
	8 9		10 11		12 13	
14	15 16		17 18		19 20	
21	22 23	24 25	26 27			
28	29 30 31					

September 2011						
Su	M	Tu	W	Th	F	Sa
				1 2 3		
4		6 7 8 9	10			
11	12 13	14 15	16 17			
18 19	20 21	22 23	24			
25	26 27	28 29	30			

October 2011						
Su	M	Tu	W	Th	F	Sa
					1	
2	3 4		5 6		7 8	
9	10 11	12 13	14 15			
16 17	18 19	20 21	22			
23	24 25	26 27	28 29			
30	31					

November 2011						
Su	M	Tu	W	Th	F	Sa
		1	2 3		4 5	
6	7 8		9 10		11 12	
13	14 15	16 17	18 19		20 21	22 23
24 25	26 27	28 29	30			

December 2011						
Su	M	Tu	W	Th	F	Sa
			1		2 3	
4	5 6	7 8	9 10		11 12	
13	14 15	16 17	18 19		20 21	22 23
24 25	26 27	28 29	30 31			

January 2011						
Su	M	Tu	W	Th	F	Sa
1		3 4		5 6 7		
8 9		10 11	12 13	14 15	16 17	18 19
20 21	22 23	24 25	26 27	28		
29 30	31					

February 2011						
Su	M	Tu	W	Th	F	Sa
			1 2 3 4			
5 6	7 8	9 10	11 12	13 14	15 16	17 18
19 20	21 22	23 24	25			
26 27	28 29					

March 2011						
Su	M	Tu	W	Th	F	Sa
				1	2 3	4
5 6	7 8	9 10	11 12	13 14	15 16	17 18
19 20	21 22	23 24	25 26	27 28	29 30	31

April 2011						
Su	M	Tu	W	Th	F	Sa
	2 3	4 5	6 7			
8 9	10 11	12 13	14 15	16 17	18 19	20 21
22 23	24 25	26 27	28 29	30		

May 2011						
Su	M	Tu	W	Th	F	Sa
		1 2 3	4 5			
6 7	8 9	10 11	12 13	14 15	16 17	18 19
20 21	22 23	24 25	26 27	28 29	30 31	

June 2011						
Su	M	Tu	W	Th	F	Sa
					1 2	
3 4	5 6	7 8	9 10	11 12	13 14	15 16
17 18	19 20	21 22	23 24	25 26	27 28	29 30

Total Instruction Days (TID)

Orientation	September TID: 18	March TID: 22	September 6-9: Baseline Assessment	January 25 - Progress Reports
August 22-30- Faculty	October TID: 20	April TID: 18	October 11-14 - Midterm Assessments	March 21 - Report Cards
August 29 -30 - Students/Family	November TID: 20	May TID: 22	October 19 - Progress Reports	May - Assessments/ELA/Math
January 3 - Faculty Winter PD	December TID: 16	June TID: 21	December 5-9 - Final Assessments	
	January TID: 20		December 12 - Report Cards	
August TID: 2.5	February TID: 16	Total TID: 195	January 27-30 - Midterm Assessments	

**AMANI PUBLIC CHARTER SCHOOL**

**BYLAWS**

(as of September 21, 2010)

**ARTICLE I**  
**NAME**

The name of the Corporation is Amani Public Charter School (the “**School**”).

**ARTICLE II**  
**MEMBERSHIP**

The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (the “**Trustees**”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the “**Board**”).

**ARTICLE III**  
**BOARD OF TRUSTEES**

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

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

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

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

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].<sup>1</sup>

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "**interested person**" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each

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Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive terms.

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

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

(e) A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. **Time of Elections.** The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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

G. **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

#### **ARTICLE IV** **OFFICES**

The School's principal office shall be located at the school operated by the School (the "**School Facility**"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

**ARTICLE V**  
**MEETINGS OF THE BOARD**

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall occur at least monthly at the School Facility.

B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be held each year on dates determined by the Board; *provided* that Board meetings shall occur at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

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

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).<sup>2</sup>

3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "**Open Meetings Law**").

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**ARTICLE VI**  
**ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a “Committee”) for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and

(d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

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

(a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

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

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or [(c) any other matter at the discretion of a majority of the Trustees then present.]

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE VII** **OFFICERS**

A. **Officers.** The Officers of the School consist of a Chair (the “**Chair**”), Vice Chair (the “**Vice Chair**”), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

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

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

B. **Election, Eligibility and Term of Office.**

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

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

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

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

## **ARTICLE VIII** **NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE**

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

## **ARTICLE IX** **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, which may be amended from time to time by the Board.

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

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an “**interest**” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School.

## **ARTICLE X** **OTHER PROVISIONS**

- A. **Fiscal Year**. The fiscal year of the School begins on July 1 of each year and ends June 30.
- B. **Execution of Instruments**. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School’s credit, or to render it liable monetarily for any purpose or any amount.
- C. **Checks and Notes**. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Head of School, or Treasurer. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.
- D. **Construction and Definitions**. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. **Interpretation of Charter**. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **ARTICLE XI** **AMENDMENT**

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

## **ARTICLE XII** **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the “**Charter**”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_  
Secretary of the School

**AMANI PUBLIC CHARTER SCHOOL  
CODE OF ETHICS  
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees (the “Board”) of the Amani Public Charter School (the “school”) recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their 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 (which includes each member of the Board) and employee of the school, whether paid or unpaid, 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 twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

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

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, s/he 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 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.
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:* Any officer (including, for the avoidance of doubt, any member of the Board) or employee of the school 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<sup>1</sup> 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 service 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 Head of School 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 this code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

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<sup>1</sup> Draft note to NYCSA: is this intended to be limited to particular “transactions”? If not (ie, if investment is intended to relate to any investment in a counterparty to a school transaction), is a de minimis interest permitted (eg, less than [5% ownership)?

## SIDNEY BURKE

### EXPERIENCE

#### DLA PIPER LLP (US), New York, NY

*Partner*, January 2009 – present; *Associate*, April 2007 – December 2008

Advise private equity and mezzanine funds in structuring, negotiating and executing portfolio company investments and financings, and counsel funds in their formation and internal governance. Have represented public companies on an ongoing basis, providing advice concerning mergers, acquisitions, dispositions and joint ventures, corporate governance, disclosure and securities regulations. Transactional experience includes acquisitions and dispositions of public companies, private companies and various business divisions; private equity fund formation; high-yield debt offerings; mezzanine financings; and bridge loan financings. Serve as volunteer general counsel to Eden II School for Autistic Children, Inc.

#### CAHILL GORDON & REINDEL LLP, New York, NY

*Associate*, September 2002 – April 2007; *Summer Associate*, May – August 2001

Provided legal counsel to public companies, private equity funds and investment banks regarding domestic and international mergers and acquisitions, joint ventures, securities offerings and other financings.

#### NEW YORK COUNTY DISTRICT ATTORNEY'S OFFICE, New York, NY

*Special Assistant District Attorney*, September 2001 – May 2002

Selected to prosecute various crimes committed in Manhattan as part of the NYU School of Law's prosecution clinic. Responsible for caseload of misdemeanor crimes from intake through final disposition. Obtained convictions after trial (one bench, one jury) in two misdemeanor cases.

### EDUCATION

#### NEW YORK UNIVERSITY SCHOOL OF LAW, New York, NY

J.D., *cum laude*, May 2002

Honors: Order of the Barristers, National Member  
NYU Moot Court Board, Competitions Editor  
Brooklyn Evidence Competition, semi-finalist

Activities: NYU Law Democrats, Co-chair

#### HARVARD UNIVERSITY, Cambridge, MA

A.B. in Environmental Science and Public Policy, *magna cum laude*, June 1999

Honors Thesis: *The Marketing of Market-Based Incentives*

Honors: Harvard College Scholarship  
Activities: Habitat for Humanity, House Sponsorship Drive Project Leader  
Harvard Political Review, Staff Writer  
Men's Varsity Water Polo

### BAR ADMISSION

New York, February 2003

## GERALD MARSHALL COLEMAN

### SUMMARY OF QUALIFICATIONS

A skilled hands-on Operations Manager, Educational Administrator and Trainer with demonstrated achievements and managerial accomplishments in all phases of public, municipal, not-for-profit and financial management

#### Major Strengths:

CREDIT AND COLLECTIONS  
RECORDS MANAGEMENT  
PURCHASING  
HUMAN RESOURCES  
GRANT RESEARCH/WRITING

EXTERNAL FINANCIAL REPORTING  
EEO COMPLIANCE  
SUPPLY CHAIN MANAGEMENT  
SECURITY MANAGEMENT

### CURRENT ACCOMPLISHMENTS

IBM CORP/COMPUTER GENERATED SOLUTIONS: Managed and trained over 835 employees with Cingular/AT&T Wireless Merger; Developed and published corporate sales training manuals for Billing and Collection Department.

FOUNDING MEMBER OF THE MT. VERNON CITY SCHOOL DISTRICT EDUCATIONAL FOUNDATION 2004

#### MT. VERNON, NEW YORK, BOARD OF EDUCATION

School Board Trustee/President 1997-2005

Board liaison and Project Manager for \$100 Million dollar school construction project, with TURNER/LUSTER Construction companies. ~~Construction of two new schools and sixteen other projects.~~

NATIONAL EVALUATION SYSTEMS (NES) Selected Scorer/Consultant for Educational Leadership Assessment and Exams for School District Business Leaders

#### PRESIDENT WILLIAM J. CLINTON'S SMALL BUSINESS INITIATIVE

Consultant in partnership with small businesses and the National Black MBA Association

#### NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Certified start-up developer for NYCDOE/Office of New Schools Initiatives

#### NATIONAL CLEARING HOUSE FOR SCHOOL-BASED MANAGEMENT

Submitted paper to identify procedures to study design and implementation of school-based management, school improvement, phasing out of traditional student tracking systems

**PROFESSIONAL EXPERIENCE**

- 2009—Present **WILSON, ELSER, MOSKOWITZ, EDELMAN & DICKER LLP/GLC Business Services, Inc./ASSISTANT MANAGER for RECORDS MANAGEMENT**  
 Responsible for all attorney filing and storage via LEGAL KEY and other software.  
 \*Managed staff of ten clerks and archivist  
 \* Project Manager for national archive and data entry projects.
- 2009--2009 **CAREER TECHNICAL INSTITUTE, WASH. DC/ ACADEMIC ADVISOR**  
**Contract**  
 Responsible for student services, curriculum development and student guidance.  
 \*Counsel and monitor students regarding program and schedule changes  
 \*Develop IEP's, perform evaluations, progress reports and record management
- 2008 -- 2008 **THE PRINCETON REVIEW SES-NJ/ DIRECTOR OF OPERATIONS**  
 Responsible for the overall operations of State-Wide after school programs  
 • Prepare all external and internal reports and payroll  
 • Manage staff projects, development and training  
 • SES Grant Development
- 2007 -- 2008 **PITKIN AVENUE BUSINESS IMPROVEMENT/ EXECUTIVE DIRECTOR**  
 Responsible for the overall administration, executive and financial management functions of the BID. Maintain the services in the areas of marketing, business advocacy, security, sanitation and beautification.  
 • Prepare annual plan and budget  
 • Writing annual reports, quarterly newsletters and member bulletins  
 • Serve as Board's liaison to City of New York SBS  
 • Prepare RFP's and all vendor requests for services  
 • 2008 CLPP Grant Award
- 2005 -- 2006 **HARLEM CHILDREN'S ZONE, PROMISE ACADEMY CHARTER SCHOOL DISTRICT**  
**BUSINESS MANAGER/ACTING PRINCIPLE**  
 • Responsible for budget planning and development  
 • Title I Officer  
 • Human Resources  
 • Food Service  
 • Transportation  
 • Information Technology (E-Rate Officer)  
 • Title I, IV Grant Researcher  
 • Responsible for parent training and curriculum design for adult education

- 2002--2004 **THE CITY OF MT. VERNON FINANCIAL ANALYST/GRANT MANAGER**  
 • OJDP Federal Grant expenditures and program development for Youth Department.

- 1982 – 1999 **VERIZON CORPORATION BUSINESS REPRESENTATIVE/SALES MANAGER**  
 • Responsible for sales and training of regulated enterprise telephone networks  
 • Managed 300 employee Call Center for Billing and Collections  
 • Trained employees how to make outgoing collection calls, to review billing arrears and discrepancies. File billing proprietary records and data.  
 • Trained employees on establishing Verizon telephone accounts reviewing and retrieving credit information.  
 • Developed training manual scripting telephone etiquette on customer interaction.  
 • Training on data entry and retrieving of company records.  
 • Trained and supervised employees on ebusiness/Web Selling of company products such as; ISDN, VoIP and FIOS.

**EDUCATION**

- GODDARD COLLEGE/  
 UNIVERSITY OF DAR ES SALAAM TANZANIA EAST AFRICA 1972-1973  
 COLLEGE OF NEW ROCHELLE LIBERAL ARTS **BA**  
 CUNY/BARUCH COLLEGE BUSINESS ADMINISTRATION **MS.ED**  
 LONG ISLAND UNIVERSITY MANAGEMENT/FINANCE **MBA**  
 C.W. POST SCHOOL OF MANAGEMENT

**PROFESSIONAL MEMBERSHIPS**

- Association of School Business Officials International
- New York State Association of School Business Officials
- New York State School Boards Association
- National Black MBA Association
- National Alliance of Black School Educators
- Association Supervision Curriculum Development
- American Association of School Administrators
- New York State Chamber of Commerce
- Brooklyn Merchants Council

**CERTIFICATIONS**

- New York State School Business Administrator (SBA)
- New York State School District Administrator (SDA)
- New York State Teacher of Social Studies (PROV)
- New York State Security Guard

## E. Adell Dowdy

### PROFESSIONAL EXPERIENCE

6/02 – Present

#### ADJUNCT PROFESSOR

*Mercy College - Graduate Education*

**Dobbs Ferry, New York**

Teach graduate courses in graduate education, including emphasis in Special Education and School Building Leadership. Design and develop Mercy College course syllabi. In addition, provide a supportive learning environment for graduate students in which they are challenged to integrate theory and best practices within public school settings.

6/98 – 7/01

#### DISTRICT ADMINISTRATOR OF SPECIAL EDUCATION

*Community School District Nine*

**New York City Department of Education**

Under the direction of the District Superintendent, initiate and oversee the design, development and implementation of the Community School District Nine Plan for Special Education. Oversee the day to day operation of special education activities including student placement, staff selection, staff supervision, development of instruction strategies, mainstreaming/inclusion, and program evaluation. Ensure compliance with mandates formulated by city, state and federal agencies. Supervise the dissemination of special education information to all constituencies.

1/97 – 6/98

#### DIRECTOR OF LITERACY

*Community School District Nine*

**New York City Department of Education**

Under the direction of the District Superintendent, plan, organize, and direct the design and implementation of the District's Literacy programs for K-8 students throughout the District; direct and supervise the operation of the Literacy Department; supervise and evaluate the performance of assigned personnel. Develop professional development models for improving literacy instruction for administrators and teachers. Oversee the review and selection of reading materials for classroom implementation and extended hour literacy programs.

9/94 - 1/97

#### INSTRUCTIONAL SPECIALIST

*Division of Instruction and Professional Development*

**New York City Department of Education**

Provide assistance and support to district/school teams. Assist eligible schools in designing and the implementation of comprehensive education plans. Instructional supervision of assigned teachers. Staff training and technical assistance in curriculum assessment, instructional strategies and organizational decisions. Report writing. Coordinate and supervise guidance and disciplinary services for better classroom management. Introduced and coordinated alternative teaching methodologies. Coordinate parent teacher involvement/outreach programs to Department of Education offices and outside agencies.

9/91 – 9/94

#### FACILITATOR

*School-Based Management/Shared Decision-Making*

**New York City Department of Education**

On-site development and support to school teams in developing school plans; assessing school's strengths and weaknesses and identifying appropriate program options. Staff development and technical assistance in curriculum, assessment, instructional strategies and organizational design. Liaison with agencies and Department of Education offices on curriculum, funded programs, and budget. Coordination of parental involvement activities.

5/88 - 9/91

#### REGIONAL COORDINATOR

*New York City Mentor Teacher Internship Program*

**New York City Department of Education**

Facilitation and implementation of the program in community schools and provide professional development activities and mentoring for new, uncertified teachers, i.e., advise and train mentor teachers, arrange/conduct workshops for interns and mentors, conduct model lessons, interpret and facilitate the program's objectives, provide several liaison functions, and broad dissemination of information about the program.

9/87 – 9/88

#### STAFF DEVELOPER

*CITYWIDE PROGRAMS (District 75)*

**New York City Department of Education**

Provide professional development, technical assistance, to schools, workshops, consultations and model lessons. Responsible for Special Assignment/Projects in research, curriculum development, and implementation of materials with ongoing assessment. Curriculum development and adaptation to meet the needs of children with special needs.

9/86 – 9/87

#### SPECIAL PROJECTS MANAGER

*Public School 226M – D.75*

**New York City Department of Education**

Planning, development, implementation, and evaluation of behavioral management programs. Curriculum and instructional methodology developer and writer of programs. Professional staff development and training. Facilitator and trainer in effective instructional techniques.

9/69 – 6/86

#### UNIT DIRECTOR

*Public School PS 226M – D75*

**New York City Department of Education**

Responsible for administration and coordination of the off-site unit. Initiated, organized and planned staff development, parent conferences and other related activities. Planning, implementation and monitoring and assessment of instructional strategies. Assist in the development and implementation of Individual Education Plans. Coordinate community involvement/out-reach programs. Member of Principal's cabinet to make recommendations that impact the improvement of instruction and student development.

9/64 – 9/69

#### TEACHER OF JUNIOR GUIDANCE

*Public School 57 – D.12*

**New York City Department of Education**

Planning, implementation, and evaluation of educational programs consistent with students' emotional, academic and grade level.

### **PROFESSIONAL DEVELOPMENT EXPERIENCE**

#### **Presenter:**

- NYSUT Annual Conference 1992
- SBM/SDM Technical Assistance Workshops
- Test Preparation for NYC Teacher's License
- Parent Workshops
- District 29 Professional Staff Development
- District 75/Citywide Programs, Third Annual Staff Development Conference
- 34<sup>th</sup> and 40<sup>th</sup> Annual Convention, International Reading Association, May 1989 and 1995
- Instructor, NYSUT Effective Teaching Program
- Designed and Supervised District 9 Bronx, NY Principal's Institute August 1991-July 1993

### **UNIVERSITY TEACHING POSITIONS**

Adjunct Professor, Mercy College  
Adjunct Professor, College of Saint Rose  
Adjunct Professor, Long Island University

### **OTHER RELATED EDUCATION EXPERIENCES**

9/01 – 9/07                    **Educational Consultant**  
New York City Department of Education

### **EDUCATION**

1993                            **City College of the City University of New York**  
Professional Diploma in Supervision and Administration

1972                            **New York University, New York, New York**  
Masters of Arts in Teaching "Emotionally Disturbed" Children

1962                            **Bennett College, Greensboro, North Carolina**  
Bachelor of Arts in Elementary Education and Reading

### **VOLUNTARY AND PROFESSIONAL AFFILIATIONS**

- National Alliance of Black School Educators
- Association for Supervision and Curriculum Development
- Council for Exceptional Children
- International Reading Association
- National Association of Black Social Workers (Volunteer Tutor and Consultant for Children at Risk)
- Mount Vernon Board of Education Task Force Member

### **BOARD MEMBERSHIP**

- Sister To Sister International, Inc., Vice President, (Chairperson Health and Wellness Committee and Annual Healthy Weekend Extravaganza - 4 years)

### **HONORS AND AWARDS**

- Board of Education of the City of New York, Supervisor/Administrator Recognition, Representing Community School District Nine, May 25, 1999
- District Administrator of the Year, District Administrator of Special Education, Community School District Nine, July 31, 2001
- Professional Award, The Williamsbridge Club of the National Association of Negro Business and Professional Women's Clubs, Inc., May 22, 1999

### **CERTIFICATIONS AND LICENSES**

#### **NYS Permanent Certifications:**

School District Administrator  
School Administrator and Supervisor  
Teacher, Nursery – Grade 6  
Teacher, Special Education

#### **NYC Permanent Licenses:**

Education Administrator  
Senior Curriculum Development and Coordination Instruction Specialist  
Senior Special Education Program Specialist  
Principal DES  
Assistant Principal DES/IS/JHS  
Teacher Common Branches DES  
Teacher Emotionally Handicapped

**SUMMARY**

Dynamic and collaborative senior finance and accounting professional with experience in various business models including film production and distribution, consumer products, licensing, and e-commerce. A proven team leader with executive level reporting responsibilities and the ability to serve multiple constituencies with a wide range of informational needs. Dedicated to nimble and efficient operation of the corporation while ensuring corporate policies and rules of compliance are always observed.

- Financial Operations
- Treasury
- Systems Implementations
- Financial Reporting
- Management
- Tax Compliance
- Budgeting & Forecasting
- Joint Venture Integrations
- Sarbanes/Oxley Compliance

**PROFESSIONAL EXPERIENCE**

**DF INDIE STUDIOS**

**December 2009 – Present**

**Consultant / Executive Vice President, Finance**

Consultant to the founders of a start up film studio. Create and revise analyses for long term profitability as deal structure evolves. Meet with potential investors and advise founders on strategic approach to the rapidly changing economies of the film industry. Research and implement financial systems covering all phases of operations.

**ARCHAIO, LLC**

**July 2009 – October 2009**

**Chief Financial Officer**

CFO for a start up software company that provides wireless digitized building blue prints intended for use by first responders in emergency situations. Coordinated with international partners to determine profitability of potential deals in various territories, including planning tax strategies to maximize profitability. Created and implemented human resource policies including a personnel manual and severance guidelines. Performed equity analyses to determine dilutive impact of new investment capital with convertible debt impact. Executed financial operations with intense focus on budgeting and cash flow projections

**NEW LINE CINEMA CORP., A Time Warner Company, New York, NY**

**1990-2008**

**Executive Vice President, Controller 2001-2008**

**Senior Vice President, Financial Operations 1998-2001**

**V.P., Financial Operations, 1994-1998**

**Assistant Controller 1990-1994**

Corporate controller for a feature film studio with annual revenues of over \$1.5 billion. Consistently promoted and earned increased responsibility through three changes of ownership as New Line enjoyed explosive growth from its success with franchises such as *The Lord Of The Rings*, *Atsuh Powers*, *Wedding Crashers* and *Rush Hour*.

**Financial Operations**

Managed all accounting and finance department functions including general ledger maintenance, payroll and accounts payable. Introduced enhancements to employee services including installation and management of company's first 401 (k) plan.

Integrated operations of acquired companies and joint ventures into corporate systems and records. Established policies and procedures and acted as corporate liaison for the business units to ensure conformity with company policies.

**Financial Reporting**

Managed close process for preparation of divisional SEC reporting for consolidation into Time Warner, including financial statements, footnote disclosures and balance sheet analysis.

Key liaison with financial statement auditors and internal auditors; worked to resolve audit observations and exceptions with extremely high visibility at Time Warner. Interpreted and ensured compliance with accounting policies set by parent company.

**Treasury & Banking**

Oversaw all aspects of the corporate treasury function in an operating environment with \$1 billion of annual cash transactions, including cash projections and management of foreign currencies; signatory on operating accounts.

Assisted with closing and management of credit lines, tax incentives and financing instruments for film production and distribution. Implemented specialized bank accounts to conform to best practices, with protection features preventing significant losses to company.

**Systems**

Team leader for implementation of Oracle financials, including electronic workflow for purchasing and payables. Implemented conversion of key close schedules and general ledger from desktop applications to a fully automated accrual system within the Oracle environment.

Developed process to report into Time Warner consolidation system on a separate company basis to provide enhanced visibility into operating units and compliance with tax reporting requirements. Redesigned chart of accounts to work with greater efficiency for both financial statement presentation and consolidation into parent company's operating results.

**Management**

Supervised bi-coastal staff of twenty five including CPAs and MBAs with responsibility for hiring, performance appraisals and salary reviews. Assisted human resources with drafting of personnel policy manual.

Revised department structure on a continuing basis in an effort to promote from within and create opportunities for staff members. Engineered savings of over \$300,000 in annual compensation costs with reorganization efforts.

**Compliance**

Designed and implemented Sarbanes-Oxley compliance program while building the SOX team. Oversaw compliance efforts of all divisions of the corporation and was an active participant as process owner of several operating areas; signatory with CHOs on the letter certifying the control environment.

Coordinated with Time Warner tax department to ensure compliance on domestic and international issues, including transfer pricing calculations and separate company reporting. Oversaw various operational filings including tax reporting for foreign payees, sales tax and property taxes.

**ADDITIONAL EXPERIENCE**

<b>CHRYSALIS RECORDS, INC., New York, NY</b>	<b>Assistant Controller</b>	<b>1988-1990</b>
<b>LAVENTHOL &amp; HORWATH, CPAs, New York, NY</b>	<b>Staff Auditor</b>	<b>1986-1988</b>

**EDUCATION:** New York University, B.S. Accounting, 1986

**CERTIFICATIONS:** C.P.A., State of New York

**AFFILIATIONS:** member, AICPA and NYSSCPA

**BOARD SERVICE:** Pelham Picture House Preservation Corp., a non-profit arts organization (co-chair, Finance Committee)

## Laura Elizabeth Francis

### OBJECTIVE Teacher

#### PROFESSIONAL PROFILE

- ◆ *Competent developer of curriculum* on entrepreneurship, math, poetry, science and youth leadership
- ◆ *Innovative planner of thematic units* on "Family", "Habitats" and "Native Americans"
- ◆ *Outstanding assessor of student performance* with a solid knowledge of varied authentic methods
- ◆ *Enthusiastic trainer* skilled in using technology as a student tool, learning center and instructional mode
- ◆ *Assertive communicator* who positively strengthens parent involvement and builds community relations
- ◆ *Effective student motivator* who incorporates teambuilding and cooperative learning to exceed standards

#### TEACHING EXPERIENCE

**Professional Tutor** The Learning Shop 2007 – Present  
◆ Provide one on one homebound instruction to elementary and middle school students who are unable to attend school throughout Westchester County. Teach content, test and evaluate performance according to teacher's lesson plans. Maintain on-going communication with school and home via telephone and e-mail.

**2<sup>nd</sup> Grade Teacher** Wills Primary School, Barbados 2005-2006  
◆ Planned weekly and delivered daily interactive lessons for 14 core subjects! Constructed, administered and graded term exams. Established a successful Parent Program. Participated in and organized students for Intercontinental Expo, Independence Day, Sports Day, Graduation and World Money Exhibit

**5<sup>th</sup> Grade Teacher** Greenburgh 7 Central School District 2002 – 2004  
◆ Created and managed a Balanced Literacy environment that met students' levels and learning styles. Differentiated curriculum using manipulatives and cooperative learning to improve math performance. Designed, administered and scored quarterly assessments. Analyzed and used data to direct instruction.

**Instructor** Center For Integrated Teacher Education (CITE) 2001 – 2002  
◆ Planned and taught prep course content and test taking strategies. Improved and enhanced varied essay writing skills. Advised teachers on content, format, time management and writing mechanics. Raised confidence. Reduced stress. 80% Passing Rate.

**6<sup>th</sup> Grade Teacher** Mount Vernon City School District 1998 – 2002  
◆ Taught in a self contained and departmentalized classroom setting. Improved academics and behavior using diverse communication approaches between school – home. Implemented on-going assessments for student, parent and teacher. Raised scientific competency by integrating literature and using experiments.

#### INTERNATIONAL EXPERIENCE

◆ **Barbados (Summer 2003)** Explored Bajan culture, customs and education. Volunteered at Erdiston College's Time Management Seminar attended by over 50 teachers. Assisted the facilitator with the configuration of computer software/hardware and the recording of notes/responses. Prepared colorful costumes and escorted 30 students of St. David's Primary School during their first Junior Kadooment. Participated in Crop-Over and Emancipation Day festivities.

◆ **The Gambia, Africa (1993 – 1994)** Lived with a family and worked on a youth and community development project. Conducted a feasibility study entitled, "The State of Youth in The Gambia". Assisted local youth center with starting their first computer-training program. Ran a residential, work and leadership development program.

#### SUMMER TEACHING EXPERIENCE

**Assistant Director** Cultural Arts Summer Travel Camp, Mount Vernon, NY 2001  
◆ Worked closely with Camp Director on staff orientation, scheduling, reporting, budgeting, safety and supervision. Planned, presented and coordinated cultural, literary and visual arts activities on-site and in the community to build self esteem and community awareness of 20 youth ages 10-14.

**Science Teacher** Creative Arts & Science Academy, Mount Vernon, NY 2000  
◆ Organized daily, indoor and outdoor hands-on science experiments that encouraged imagination, exploration, discovery and team building for over 50 children in grades K – 6.

#### PROFESSIONAL EXPERIENCE

**Executive Director** The Entrepreneurial Development Institute (TEDI -NY) 1995-1997  
◆ Established branch office of national, non-profit organization in Mount Vernon, New York. Developed and published curriculum used for Entrepreneurship Program with ages 7 to 21. Initiated 4 training programs throughout Mount Vernon and the Bronx. Started 11 youth businesses. Cultivated business and community resources to sustain enterprises. Administered all personnel, marketing, public relations, fiscal and operational duties.

**Team Coordinator** DC Service Corps, Washington, DC 1992 - 1994  
◆ Supervised community service work of a team of 10 –12 young adults ages 16-24. Planned, implemented and evaluated life skills, career and education activities. Created standards on day care, parenting, and tobacco awareness initiatives.

#### PROFESSIONAL DEVELOPMENT

District Wide Math Curriculum Mapping Team ◆ Designing A Classroom Web Page ◆ "Writing As Learning" (NYSUT/Adelphi) ◆ Empire State Partnership Summer Seminar ◆ The Lorraine Monroe Leadership Institute ◆ Marilyn Burns Math Solutions Part I ◆ Bronx Zoo Project IMAGINE ◆ Nassau BOCES JASON XI Summer Teacher Institute ◆ Kennedy Center's Partners in Education Program (Writing) ◆ CSETL Standard Based Curriculum & Assessment Team ◆ Southern Westchester Regional Scorer – NY State Grade 8 ELA ◆ AHEAD Summer Scholar ◆ North Carolina Outward Bound

#### SCHOOL & COMMUNITY INVOLVEMENT

School Store Adviser ◆ Poetry & Music History Artist Residencies ◆ 1<sup>st</sup> Poetry Slam at the Thornton Café ◆ Honor Roll Committee ◆ 5<sup>th</sup>/6<sup>th</sup> Grade Basketball Team Co-Coach ◆ 6<sup>th</sup> Grade Black History Month Play Public Relations/Business Manager ◆ 6<sup>th</sup> Grade Graduation Trip Chaperone ◆ International Dinner Committee ◆ Scholastic Book Fair ◆ Family Reading Night ◆ Parent Math Workshops ◆ African Dance Spring Concert Performance ◆ JASON Family Day ◆ Intergenerational Program ◆ Sunshine Committee

#### EDUCATION

1998	Master of Science, Education Elementary Education Fordham University	1992	Bachelor of Science, Business Administration Marketing/Minor: Economics The American University
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New York State Permanent Pre K – 6 Teacher Certification

References & Portfolio Available

# CHANELLE HYDE

## OBJECTIVE:

- My objective is to obtain the position and gain valuable experience.

## EDUCATION:

- 9/2001 – 6/2005 New Rochelle High School  
*Advanced Regents Diploma* New Rochelle, NY
- 9/2005 – Present Fordham University  
*Political Science Major, Urban Studies Major* Bronx, NY

## HONORS:

- 9/2005 – Present Fordham University  
*Fordham Presidential Scholarship* Bronx, NY

## WORK EXPERIENCE:

- 9/2009 – Present Mt. Vernon Police Department  
*Drug Market Intervention Coordinator* Mt. Vernon, NY
- 6/2009 – 9/2009 Office of the County Executive- Westchester County  
*Government Operations Aide* White Plains, NY
- 8/2008 – Present Mothers of Mt. Vernon Group, Inc.  
*NYC Non-Profit Founder* Mount Vernon, NY
- 1/2008 – 5/2008 Commission for Women's Issues-Office of the Mayor  
*Government Operations Aide* Manhattan, NY
- 9/2006 – 1/2007 Bronx Borough President's Office  
*Policy and Government Affairs Aide* Bronx, NY

## COMMUNITY SERVICE:

- 5/2008 – 6/2008 Volunteer Center of the United Way  
*Corporate Volunteer* Westchester County, NY

REFERENCES AVAILABLE UPON REQUEST

# Stephanie Jones M<sup>c</sup>Caine

## SUMMARY

Highly creative, enthusiastic, organized, and goal-oriented enrollment specialist with over 10 years of experience in higher education and non-profit sectors. Demonstrated expertise in:

- Meeting and exceeding recruitment/enrollment goals;
- Designing and implementing effective strategic marketing and recruitment plans; and
- Maximizing functionality of student information systems.

## EXPERIENCE

### Purchase College, SUNY, Purchase, NY

2007 – Present

Selective public coeducational college

#### Director of Admissions

Oversee day-to-day operations of the Office of Admissions. Responsible for developing strategic marketing and admissions initiatives that support the College's student recruitment, enrollment, retention and academic goals and program activities. Develop and implement the annual recruitment/operational plan and update admissions policies consistent with the college's current profile. Provide leadership for all matters pertaining to undergraduate and graduate admissions, including directing the development and implementation of comprehensive outreach programs, media campaigns and publications. Evaluate the College's admissions efforts, prepare special reports and recommend changes, as needed.

### Purchase College, SUNY, Purchase, NY

2004 – 2007

Selective public coeducational college

#### Associate Director of Admissions, Technology/Communications

Work closely with the Vice President of Admissions (Associate Provost for Enrollment with the overall administration of the Office of Admissions including planning, implementation, and assessment of the office goals, objectives and initiatives, developing recruitment communications and campaigns, streamlining operations, supervising and developing the use of technology and electronic communications within the office, and overseeing prospect management. Supervise staff. Work collaboratively with Student Services Offices, Institutional Research and Publications and Marketing.

### Metropolitan College of New York, New York, NY

2003 - 2004

Formerly Audrey Cohen College

#### Manager for Admissions Operations

Analyze administrative support systems modify and/or design new methods of operations to ensure professional service to prospective students, guidance counselors, and visitors to Office of Admissions. Supervise numerous administrative support functions including inquiry fulfillment system, data processing, filing, and preparation of all admission materials, and the processing of correspondence. Oversee the student information system (PowerCampus) to ensure timely and accurate information for statistical reports, research, and scheduling work. Oversee and coordinate the front-line customer service activities of admissions staff, to include the provision of in-person and telephone information services to prospective and current students and general public. Manage Admissions Office Direct Mail campaigns.

### Literacy Partners Inc. New York, NY

2002

Leading NYC-based non-profit adult literacy organization

#### Manager for Student Recruitment

Develop marketing and recruitment strategy. Conduct outreach activities to meet aggressive student enrollment and retention objectives. Work with outside community-based organizations to develop strategic alliances and partnerships. Serves as primary liaison with partner organizations in executing Memorandum of Agreement and ensure enrollment objectives are met. Oversee support staff and department budget. Create monthly reports documenting impact of recruitment initiatives. Research opportunities for branding, cooperative initiatives, and partnerships. Oversee data processing staff.

## ANDREA J. ROGERS

**Emmanuel College – Graduate & Professional Programs**, Boston, MA  
Coeducational liberal arts college with focus on developing socially conscious leaders.  
2001-2002  
**Enrollment Counselor/ Manager**

Collaborate with enrollment team to direct marketing and recruitment activities for undergraduate and graduate management programs within Center for Graduate and Professional Studies. Lead market development and market research initiatives. Develop and manage corporate relationships. Serve as primary representative of management programs for prospective students, corporate liaisons, and advertising and communications agents. Manage Student Employees.

**Houghton Mifflin Company – College Division**, Boston, MA  
Leading publisher of textbooks and supplemental material for college market.  
1999-2000  
**Marketing Manager**

Prepared, refined, and implemented marketing plans for all assigned titles. Established sales strategies for each assigned priority title and communicated these strategies through sales meeting presentations, written materials, and e-mail campaigns. Developed a variety of competitive sales tools for each assigned priority title. Assisted in the preparation of budgets and forecasts for assigned lists. Acted as a liaison for the College Division website and provided information for regular updates. Participated in launch meetings and worked closely with editorial, design, and manufacturing team. Oversaw all aspects of event planning and logistics for trade shows, conferences, and conventions. Managed partnership development activities through, cross-promotion and merchandising initiatives. Oversee activities and projects of Marketing Assistant.

**Berklee College of Music**, Boston MA  
World's largest independent contemporary music college featuring jazz studies and 13 music majors.  
1995-1999  
**Assistant Director of Admissions** - Coordinator for Transfer and Minority Student Services 1998-1999

Designed and implemented multi-faceted recruitment plan yielding continuously increasing enrollment and retention of minority students. Represented the college at national and international recruitment and industry events. Acted as principle member of Board of Admissions. Provided counsel to prospective students and applicants throughout admissions process. Assumed administrative responsibility for admissions services provided to minority and transfer students. Designed and executed marketing and market research projects, focus groups, admitted student surveys and enrolled student evaluations. Streamlined internal administrative practices, created efficient services for target student populations. Provided relevant staff training and development programs. Supported Associate Director in advertising and publications projects. Served as primary liaison to state and city higher education partnerships.

### EDUCATION

M.A. Management (2 courses)  
Emmanuel College, Boston, MA  
2001-2002

M.A. Music Therapy (completed all coursework)  
Hahnemann University, Philadelphia, PA  
1991-1993

B.A. Psychology  
Skidmore College, Saratoga Springs, NY  
1991

### PROFESSIONAL ASSOCIATIONS

NACAC, NYSACAC, SUNYCAP and AACRAO

### SOFTWARE LITERACY

Excel, Access, PowerPoint, PhotoShop, Quark, Raiser's Edge, Colleague, Banner, PowerCampus, SQL and Mac.

### RELEVANT EXPERIENCE

**ACHIEVING LEADERSHIP'S PURPOSE, INC. (ALP)** July 2009 – February 2010  
*Over 40 Years of Commitment to Training Young Leaders*

**Board Recruitment & Development Consultant, New York, NY, USA**  
Produced strategy and an interviewing process for a Harlem, NY-based, non-profit looking to secure new board members. Designed and facilitated a Board Orientation workshop for new board member. Resulted in a committed board of 14 new members, from various professional sectors, who were knowledgeable about ALP's goals and how their skills would create a vibrant youth and public service program.

**AMERICAN JEWISH WORLD SERVICE (AJWS)** April 2008 – August 2009  
*Pursuing Global Justice through Grassroots Change*

**Senior Program Officer, Africa, New York, NY, USA**  
Directed the strategic focus and priorities of AJWS's grantmaking in Africa (East, West and Southern regions) and coordinated a portfolio of grants in Southern Africa. Supervised two program officers (East and West Africa), and a program associate. Managed and monitored the Africa team's \$5 million budget of over 110 grants. Built partnerships and networked for new donor resources resulting in \$375,000 for global girls' initiative. Designed capacity building and intervention programs adding to the organizational development and success of grantees.

**NONPROFIT & PHILANTHROPY CONSULTANT** Sept 2007 – March 2008  
Private consultation with domestic and international clients regarding philanthropic promotion, learning networks, board and organizational development, donor cultivation and resource mobilization events.

**THE SYNERGOS INSTITUTE** June 1999 – July 2007  
*A non-governmental organization founded in 1986 to develop effective, sustainable and locally rooted solutions to poverty and inequity.*

**Regional Program Officer, Southern Africa, Cape Town, South Africa** Jan 2004 – July 2007  
Managed institutional development and capacity building programs for Southern African non-governmental organizations, particularly grantmakers and other private social giving institutions. Coached executive directors and boards, and monitored regional program goals and strategies against budgets. Developed activities with partners in Mozambique, South Africa, Zimbabwe and the broader Southern African region. Raised and managed over US\$2 million for Synergos' regional program in Southern Africa.

- Co-created, with leaders from the Community Foundation for the Western Region of Zimbabwe, the only community foundation in Zimbabwe, strategic plans that resulted in over \$500,000 in funds raised and innovative strategies for new and current donor relations and endowment building.
- Designed and coordinated trips of high-net worth philanthropists from around the world to Southern Africa with Synergos' founder to meet leaders of civil society, government and business, such as Nelson Mandela, Mozambique's first First Lady, Graça Machel, and corporate CEOs. Trips resulted in over US\$1 million in resources for Southern African organizations.

**Associate, Southern Africa Programs, New York, NY, USA** June 1999 – Jan 2004  
Provided technical assistance to philanthropic organizations in Mozambique, South Africa and Zimbabwe in the form of programmatic strategic planning, grantmaking and board development. Coordinated and facilitated capacity building workshops, seminars and other interventions. Managed resource practitioners and consultants for projects; evaluated program results and assessed future needs of grantmaking partners.

**ANDREA J. ROGERS**

PAGE 2

- Convinced a Zimbabwean organization's board to lead their resource mobilization strategy by establishing a US\$5,000 Board Fund.
- Raised and co-managed over US\$500,000 for Southern African programs.

**COMMISSION ON GENDER EQUALITY, Pietermaritzburg, South Africa** May 1998 – Aug 1998  
*An independent body established by South Africa's constitution to assist citizens in accessing rights in the new democracy.*

**Provincial Intern**

Acted as a field worker and researcher in "The Women's Handbook Pilot Project." Assisted in participatory workshops with rural and peri-urban women and recorded their concerns relative to social services and public education in Kwa Zulu Natal.

- Analyze how women in rural South Africa could practically access their rights in the country's new democracy through adult education workshops
- Conducted comparative organizational analysis of two non governmental organizations focused on increasing socio-economic capacity of women in South Africa.

**EDUCATION**

1999	University of Pittsburgh, PA, Graduate School of Public and International Affairs M.A. Public & International Affairs/Economic and Social Development (MPIA/ESD) Certificate in Management of Nonprofits and Sub-Saharan African Regional Focus
1993	Georgetown University, Washington, D.C. Bachelors of Science in Foreign Service, Major: International Politics and Government; Certificate in African Studies
1991 - 1992	Year of Study Abroad, Université de Dakar Cheikh Anta Diop, Dakar, Senegal

**AWARDS**

- African Heritage Classroom Scholarship, University of Pittsburgh (March, 1998)
- Coca-Cola Minority Public Policy Fellowship (1997-1999)

**AFFILIATIONS**

- New York University Wagner (NYU-Wagner) Graduate School of Public Service: Adjunct Assistant Professor of International Capstone Program (To commence September 2010)
- Achieving Leadership's Purpose, Inc. (ALP) formerly Archbishop's Leadership Project (Harlem, NY) – Alumni; Board Start-up Committee (Feb 2010 - Present); former Board Member & Board Chair 1994-1996
- Emerging Practitioners in Philanthropy (EPIP) [USA] – Member (2003 – 2005; 2007 - Present)
- Women Help Education & Training (WHEAT) Trust, Grant Assessment Committee (Cape Town, South Africa) – Committee Member (2005 – June 2007)
- Bristol Myers Squibb Foundation/Secure the Future Southern African HIV/AIDS NGO Institute Reference Working Group – South African Member (2005 – July 2007)
- Georgetown University Alumni Association (USA) – Member (1994 - 2004)
- INROADS/Fairfield-Westchester Counties, CT and NY (USA) – Alumni Association (1993 - Present)

**EDUCATION**

<b>New York University, Shirley M. Ehrenkranz School of Social Work</b> Masters of Science in Social Work.	September 2004
<b>Teachers College, Columbia University</b> Masters of Education in Higher Education Administration. Thesis Topic: "Factors Influencing the Development of Historically Black Colleges and Universities."	May 1997
<b>College of New Rochelle</b> Masters of Science in Guidance and Counseling.	May 1992
<b>Cornell University</b> Bachelor of Science in Industrial and Labor Relations.	May 1987

**EXPERIENCE****Concordia College, Bronxville, NY****Adjunct Professor, Social Work Department, Present**

- Taught class entitled: Social Problems: Poverty and Discrimination  
Social Welfare Policy  
Human Needs/Societal Responses

**Consultant****Larchmont Mamaroneck Community Counseling Center, Larchmont, NY, 2003-2005****Sarah Lawrence College, Health Services, Yonkers, NY, 2002-2003**

- Counseled individuals using brief therapy in a clinic setting.
- Responsible for counseling clients upon intake.
- Facilitated groups for First Year students and middle school students.

**Teachers College, Columbia University, 2000-2001****Program Assistant, Department of Organization and Leadership**

- Coordinate the recruitment of internship sites for newly admitted students.
- Taught core course in student personnel administration: *The American College Student*.

**Teachers College, Columbia University, 2000-2001****Teaching Assistant, Department of Organization and Leadership**

- Assisted professor in designing and instructing the following courses: Developmental Academic Advising; Student Personnel Administration: Programs and Services; Observation and Supervised Fieldwork in Student Personnel Administration; Student Personnel Functions & Issues.
- Responsibilities included class preparation and evaluation of course assignments.

**Barnard College, 1987-1999****Director of Pre-College Programs**

- Directed a comprehensive residential summer program for high school students.
- Responsible for all admissions decisions.
- Worked closely with faculty to develop curriculum.
- Supervised professional staff of two, nineteen faculty members and sixteen students.

**Barnard College, 1983-1987****Associate Director of Residential Life/Coordinator of First Year Focus Program**

- Managed a residential program for over 500 first year students.
- Supervised, trained and evaluated a staff of two professionals and eighteen paraprofessionals.
- Coordinated Resident Assistant selection and training.
- Managed \$800,000 dollar annual budget.

**College of New Rochelle, 1989-1992****Assistant Director of Student Activities/Residence Hall Director**

- Developed curricular and co-curricular activities to increase community, cultural and social awareness.
- Taught interdepartmental First Year Experience class focusing on life skills and adjustment issues.
- Managed and audited multiple student programming budgets.

**COMMUNITY INVOLVEMENT**

- Chair, American Cancer Society - Relay for Life, Mount Vernon, NY

- Reunion Chair for Cornell Class of 1987 29<sup>th</sup> Reunion

- Host, local public affairs television show: Education Matters

- Board of Directors, Parents Place

- Past President, Mount Vernon School District, Parent Teachers Association Council

- Past President, Mount Vernon Public Library Foundation

- Past President and Treasurer, Mocha Moms Westchester Chapter

- Member, Westchester County African-American Advisory Board

- Past Trustee, Mount Vernon Public Library

- Past President and Class Correspondent, Cornell Class of 1987 Alumni Class Council

- Past Vice President, Cornell Association of Class Officers

- Member, National Association for the Advancement of Colored People

**PUBLICATIONS**

- Pope, R.L., Howard Stern, D., Blumenthal, M.H. (1998). "Emotional Dialogues: Video Perspectives on Race". *About Campus*, 3, 30.

- Stern, D. (2002) Pre-Collegiate Programs. In J.F. Forest & K. Kinser (Eds.), *Higher Education in the United States: An Encyclopedia*. ADC-CLIO Publishers.

**PRESENTATIONS & WORKSHOPS**

- *Exploring Discrimination and Shifting Attitudes*. (2003, 2004, 2005, August). Sarah Lawrence College Leadership Institute.

- *National Coalition Building Institute: Prejudice Reduction Workshop*. Various workshops throughout the Sarah Lawrence, Barnard College and Columbia University Communities.

- *Archie Bunker's Neighborhood: Community Development Simulation*. (1998, August). Teachers College Residence Life Graduate Assistant Training & Barnard College Resident Assistant Training.

- *Exploring Our Multicultural Selves*. (1998, July). Barnard College, Office of Career Development.

- *Putting the Focus in First Year Focus*. (1998, March). American College Personnel Association, St. Louis, MO.

- *Promoting the Success of Diversity Peer Education*. (1998, March). American College Personnel Association, St. Louis, MO.

- *Measuring Multicultural Competence in Student Affairs* (1998, March). American College Personnel Association, St. Louis MO.

- *Seasons of the First Year Student's Life*. (1996, August). Barnard College Resident Assistant Training, New York, NY.

- *Putting the Focus in First Year Focus*. (1996, October). National Conference on Students in Transition, San Antonio, TX.

- *Facilitator for Women of Color Round Table* (1994, October). College Student Personnel Association Conference, White Plains, NY.

**ADDITIONAL INFORMATION**

- Member of a faculty research team actively involved in the following projects: multicultural competencies; psychosocial development of students of color; and graduate student stress.

- Quill and Dagger Honorary Society

**RICHARD W. THOMAS****PROFILE**

Director with experience in managing teams and projects focused on economic development, government administration and community outreach. Other areas of expertise include proposals, pricing, strategy, database management and social media.

**GOVERNMENT & COMMUNITY RELATIONS EXPERIENCE**

**Regional Director, Office of New York State Governor**

*July 2008 – Present*

- Oversee state government affairs in Westchester, Rockland and Putnam Counties.
- Cultivate and manage relationships with public officials, business and community groups to preserve close contact with the Office of the Governor and leverage these relationships to advise senior leadership on emerging issues and trends.
- Create and circulate regional communications such as executive updates and newsletters for outreach to all audiences.
- Develop and implement strategies to address image and information problems through hosting:
  - *Roundtables* with CEOs, Chambers of Commerce, Clergy, Mayors, Organized Labor and Veteran groups.
  - *"Governor's College,"* a series of statewide forums to explain state and stimulus incentives. Topics presented consist of: (i) Economic Development; (ii) Energy; (iii) Environment; (iv) Crime & Corrections; and (v) Municipal Finance.
- Collaborate with Deputy Secretaries, State Agencies and field directors to resolve constituent matters which include:
  - *Black Acre* – Helped avert multi-million dollar mixed-use development from collapsing by bringing MTA and CSX to the table and compelling them to work with the developer, City of Yonkers and DEC on rail usage schedules.
  - *Westchester Joint Water Works* – Saved utility at least \$80 million in project costs by successfully negotiating an alternative resolution to their "Order of Consent" with DOH to construct a \$120 million filtration plant.
  - *Constant contact with key regional employers* such as Raganaron, PepsiCo, Heineken, DDWWW LLP and DHS Technologies.

**BUSINESS DEVELOPMENT & CONSULTING EXPERIENCE**

**Commodity Consultant, Rich Capital LLC**

*July 2007 – June 2008*

- Consulted on \$10.1 million in sales in FY 2007 and helped create over \$2 million in tax savings for end users.
- Assisted deal process from sales lead to ship loading to exchange of bank and customs documents, i.e., LC, BL, Euro 1.

**Senior Associate, Sales Strategy Group, PricewaterhouseCoopers LLP**

*September 2006 – July 2007*

- Drove RFP efforts and created company specific due diligence profiles.
- Developed regional reporting processes to assist sales leadership in monitoring account activities and compliance.

**Associate, Transfer Pricing Group, PricewaterhouseCoopers LLP**

*July 2004 – August 2006*

- Prepared transfer pricing documentation, planning and defense studies for: AMEX, Citigroup, MasterCard and others.
- Built excel models to compute the profitability of a company and its affiliates to assess the benefit of specific tax structures utilizing Cost-Plus methods, Profit Split scenarios, Option Valuation, as well as Pricing Royalties and Service Fees.

**EDUCATION**

**New York University, College of Arts and Science**

*July 2000 – May 2004*

- Full Academic Scholarship • Bachelor of Arts in Economics with a Minor in History of Financial Institutions

**COMPUTER SKILLS**

- Microsoft Word, Excel, PowerPoint, Project and research databases including: Bloomberg; Bureau Van Dijk (Amadeus, Osiris, Oriana, Orbis); Edgarcscan; Factset; Hoovers; Lexis Nexis; Platts; Standard & Poor's; and Westlaw.

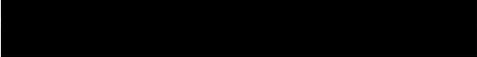
References available upon request



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

Name: Mr. Sidney Burke  
(Include preferred honorific.)

Daytime Telephone: 

Home Mailing Address: 

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: DLA Piper LLP (US), 1251 Avenue of the Americas, New York, NY 10020

Business E-Mail/Fax: sidney.burke@dlapiper.com / 212.884.8729

Charter School Name: Amani Public Charter School

Charter School Address: Mount Vernon, NY

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **See attached.**
4. Please explain why you wish to serve on the board. **See attached.**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): **See attached.**
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
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: **But in the interest of full disclosure, see attached.**

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. **See attached.**

#### Educational Philosophy

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

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

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. **See attached.**

#### Other

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

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. **None.**

**SIDNEY BURKE – AMANI PUBLIC CHARTER SCHOOL, FOUNDING BOARD MEMBER APPLICANT**

**SCHOOL TRUSTEE BACKGROUND INFORMATION – SUPPLEMENTAL RESPONSES**

3. I was introduced to the lead applicants by a representative of the New York Charter Schools Association, which is assisting the lead applicants.
4. I look forward to the opportunity to apply my legal skills to assist a local community organization and improve the educational opportunities of students in a nearby community.
5. I currently serve as volunteer general counsel to the Eden II School for Autistic Children, Inc. In that role I have counseled them regarding their internal governance and other corporate and transactional matters.
10. I am a partner of a law firm that may provide pro bono services to the charter school.
16. Ultimately, the board needs to be comfortable that none of its members is acting for their own personal benefit (or of their friends and family). A situation like that should be presented to the board by the trustee involved. If that has not occurred, it would be appropriate for a board member with a concern to raise the issue with the board chair, so that the matter could be considered by the full board.
17. The mission of the Amani Public Charter School is to provide all of the Mount Vernon students who attend the school from the 5<sup>th</sup> through 8<sup>th</sup> grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.
18. The school's mission will be implemented through three key areas: great teaching, an exemplary academic program and strong school culture. The academic program will focus on literacy and numeracy, be data-driven, and be based on best practices for middle schools.
19. Some important characteristics of a successful charter school include dedicated and effective teachers, a challenging academic program, and a school ethos that supports, encourages and measures student achievement; these characteristics are embodied in the mission of the Amani Public Charter School. The board's role is, broadly, to (a) define the over-arching mission, strategy and policy goals of the school, (b) provide the required resources to, and appropriate supervision of, the school's Principal and staff to achieve that mission, and (c) monitor progress towards the school's mission. In particular, to ensure that the school is and remains successful it is essential that the board create a strategic plan and budget that includes significant professional development investments (to build an effective faculty), extended school hours and rigorous academics (which requires a dedicated faculty and produces a challenging academic program), and builds an environment that is supportive of student needs while remaining data-driven (to motivate students to excel and provide feedback on areas requiring improvement).
20. The board's function is fundamentally as a policy-making and oversight body. Each board member should seek to bring his or her own perspective, experience, and expertise to bear to contribute to those key board functions, to ensure that the school is fiscally, educationally, organizationally, and legally sound.

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

Name: Gerald M. Coleman  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 3 Gannett Drive  
White Plains, NY 10604

Business E-Mail/Fax: gerald.coleman@wilsonelser.com

Charter School Name: AMANI Public Charter School

Charter School Address: \_\_\_\_\_

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

\_\_\_\_\_

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
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.

#### Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
18. Please explain your understanding of the educational program of the charter school.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

#### Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

Question 3. I befriended Mrs. Debra Stern who is a lead applicant for the Amani Public Charter School.

Question 4. Being a strong proponent of the charter school movement, the opportunity to serve on the board was consistent with my previous experiences and community commitment.

Question 17. The mission of the Amani Public Charter School is to provide all eligible Mt. Vernon City middle school students the opportunity to thrive in an academic environment that is challenging and competitive.

Question 18. This unique program designed for the maturing years of young adults, will provide a strong academic culture with creative teaching methods that will exist nowhere else in the Mt. Vernon community. The program will focus on literacy and numeracy driven by real time assessment and best practices.

Question 19. The important characteristics of a successful charter school include effective and committed teachers, who really love children and teaching (not just a job), a rigorous academic curriculum that equips students with a holistic world view and basic skills to embrace the changing requirements of the market place. The school board must create a dynamic and strategic plan; build an environment that is supportive and most important an uncompromising two way stream of communication between parents, teachers and community.

Question 20. To be an ethical policy maker, with a strong understanding of fiduciary responsibility and the true belief that all children can learn given the right stimulus.

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

Name: MRS. E. ADELL DOWDY  
(Include preferred honorific.)

Daytime Telephone: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: \_\_\_\_\_

Business E-Mail/Fax: \_\_\_\_\_

Charter School Name: AMANI PUBLIC 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 OF TRUSTEES 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

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.  affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See attached.
4. Please explain why you wish to serve on the board. See attached.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  This does not apply to me.  Yes.  
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.

#### Educational Philosophy

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

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

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

#### Other

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

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

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

E. Adell Dowdy  
25 West 7<sup>th</sup> Street  
Mt. Vernon, New York 10550

3. I attended an information session sponsored by the Design Team interested in starting a charter school in Mount Vernon, New York. After the sharing of information with discussion and questions, I/we were invited to participate, if interested, in various venues. Considering my continued interest in quality and effective educational models, I looked at all choices and decided that serving as a member of the board would give me an opportunity to take on greater leadership responsibility in a reform in education which I respect and desire in meeting the challenge to improve educational practice in Mount Vernon.

4. Serving on the board affords me another opportunity to promote the success of all students by ensuring management of the school, operations, and resources for a safe, efficient and effective learning environment for students in Mount Vernon. This gives me the additional opportunity to collaborate with families and community members by responding to this diverse community with varied interests and needs. The statistics indicate that the need for reform is crucial in Mount Vernon; there are too many students at the middle school level who are failing to make the grade. Serving on the board would position me to become engaged in a strong academic program within a safe and nurturing school environment. My experience, philosophy, beliefs, values, theories as an educational leader, challenges me to make a difference for students.

16. The charter school's board provides strategic planning and is a policymaking body. It is imperative that board members adhere to and ensure policies, laws and regulations will make certain effective education occurs, and desired goals and outcomes are achieved. If board members are involved in working for their own benefit, or that of friends and family, the board member will be asked to explain their actions to the Board of Trustees. They, of course will be advised of the guidelines, bylaws and policy which govern Board members. The board will determine by majority vote whether the actions show that a conflict of interest exists. The Board may remove a Trustee in accordance with the applicable provisions of the Education and Not-for-Profit Corporation Laws by vote of a majority of the entire Board.

17. It will serve grades five through eight in the City of Mount Vernon. Amani Public Charter School will educate, support, challenge, and train scholars for college. The personalized learning environment will allow students to be exposed to academic, personal, social and life skills necessary to achieve in high school and college. The students will be challenged to change their values to believe in themselves and succeed.

18. The Amani Public Charter School will provide middle school students in Mount Vernon a rigorous educational program within a safe and nurturing learning environment. High expectations for students and staff, within a structured learning environment provide the avenue for this preparation. It is expected that the instructional strategies employed will be a means to closing the achievement gaps of our students. The administrators and staff will educate, support, challenge and train our scholars into a culture of success. The leaders, teachers, students, parents and others within the academic community, will exhibit the pride of our school. The education program is modeled by: high expectations for students and staff, strong leadership, highly qualified teachers, exemplary professional development, standards-based curriculum with intensive focus on core subjects, more time on task, frequent assessment and data driven instruction, state of the art technology, comprehensive and intensive support services, and a school culture of success, with purposeful and strategic planning.

19. Characteristics of a successful Charter School:

- The school gets off to a good start
- Working together to accomplish shared goals
- Leading with a mission
- Focused and engaged school culture
- Innovation across the school program
- Community of continuous learning
- Partnering with parents and community
- Governing for accountability
- Implications for success

The steps I feel the board of the charter school should take to ensure the school remains successful are:

- Ensure that the school is properly managed (financial, operational, and business)
- Promote high academic standards and expectations for all students within a safe and nurturing environment that stimulates learning.
- Make sure the mission is clear and concise
- Keep attuned to daily operations
- Evaluate/assess school programs, leadership, quality of teachers, student outcomes in light of mission and goals as defined in the charter.
- Monitor school progress
- Help to set goals to keep the school moving towards its mission
- Make decisions relevant to physical plant, test scores, scope of curriculum
- Oversee the principal and make sure the charter goals and guidelines are adhered to
- Make sure that the necessary materials and resources are provided to support the curricular
- Support fundraising and marketing and hold leaders responsible for the school's academic and fiscal performance.
- Market/promote the school to parents and the broader community

20. As an Amani public charter school board member, my role would be to advise, govern, oversee policy and direction, and assist with the leadership and general promotion of the school. As board member, determine and uphold the school's mission and vision with utmost concern for the academic success of every student. A board member oversees the operations of the school and makes sure it is financially sound and follows the law. A board member works to ensure effective organizational planning and resource allocations and monitor the school's programs and services according to terms articulated in the charter.

21. I have read and understand the Amani school application, the board's bylaws and all proposed policies

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

Name: DAVID EICHLER

(Include preferred honorific)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address:

Business E-Mail/Fax: N/A

Charter School Name: AMANI PUBLIC CHARTER SCHOOL

Charter School Address: MOUNT VERNON, NY

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. \*
4. Please explain why you wish to serve on the board. \*
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): \*
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  This does not apply to me.  Yes.  
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

\* - SEE ATTACHED

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 9-13, 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. \*

#### Educational Philosophy

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

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

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

#### Other

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

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

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

\* = PLEASE SEE ATTACHED

**David Eichler – Applicant as prospective board member for the Amani Public Charter School in Mount Vernon, New York.**

Board Member Background Information - Supplemental Answers – Page 1

3. I became aware of the Amani Public Charter School through my friends, Debra and Charlie Stern. I've known the Sterns for over thirty years, having first met as classmates in the New Rochelle public school system. In addition, Charlie and I were classmates through college at New York University.
4. I wish to serve on the board of the Amani Public Charter School because the Mount Vernon community sorely needs a strong alternative to its current middle schools. This segment of the school population would be well served by having a school focused on excellence through powerful teachers, a strong work ethic and a culture that defines everything the school strives to achieve. As a New Rochelle resident, I want to act locally and help a neighboring community follow through on the promise its young people show – a promise that too often is extinguished by the current middle school experience.
5. I currently serve on the board of the Pelham Picture House Preservation Corp., a non-profit entity dedicated to the renovation and reimagining of the Picture House, a historic movie theater in Pelham, New York. I have been involved with this project for seven years and am well-versed in the various challenges that non-profit entities face. I serve on the finance committee for the organization.
16. If I thought that a member of the school's board was working for their own benefit, I would first bring the matter to the attention of the board chairperson in private. I would also consider bringing in to that discussion the head administrator at the school. Each situation of course, would dictate the propriety of including this individual. Ultimately, I would bring this concern to light at a board meeting because ultimately, this would be an issue that the entire board would have to contend with.
17. My understanding of the school's charter mission is to provide the 5<sup>th</sup> through 8<sup>th</sup> grade population in Mount Vernon with a school that will focus on excellent teaching with a challenging curriculum and a carefully cultivated culture that permeates the spirit of the school with the message that these students can achieve success in this community.
18. The educational program of the charter school is geared towards ensuring that middle school students are given the tools to succeed in high school, college and ultimately in their professional lives. The standardized measurements for determining a student's readiness should be met easily by any student who completes the rigorous educational program proposed for the Amani school.

**David Eichler – Applicant as prospective board member for the Amani Public Charter School in Mount Vernon, New York.**

Board Member Background Information - Supplemental Answers Page 2

19. A successful charter school must first meet its educational goals. The success rate of the student body is the ultimate metric by which a school should be judged. However, one cannot lose sight of the fact that the school must function successfully as a non-profit business and that the stakeholders are not only the students and their parents but ultimately the tax payers who are footing the bill for the institution. A successful charter school must also adapt to its environment and enmesh itself in the fabric of its community. However, it must do so while maintaining an emphasis on an educational experience that is far above and beyond the other public middle schools in the district.
20. A charter school board member must ensure that the mission of the school is being carried out at all times. There are many constituencies to whom a board member must answer – students, their parents, the state educational board and so on. A board member should try to ensure that the school is operating efficiently and ethically. As a financial person by profession, I would also want to ensure that all of the proper internal controls, financial reporting and budgeting mechanisms are in place and effective.
21. I affirm that I have read and understand the charter school application, the board's bylaws and all proposed policies.

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

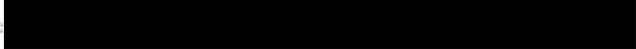
Laura E Francis

Background

Name: Laura Francis  
(Include preferred honorific.)

Daytime Telephone: 

Home Mailing Address: Mount

Personal E-Mail/Fax: 

Business Address: Same as above

Business E-Mail/Fax: 1 877 417 9584

Charter School Name: Amani Public Charter School

Charter School Address: \_\_\_\_\_

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

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

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

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See attached
4. Please explain why you wish to serve on the board. see attached
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  This does not apply to me.  Yes.  
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

Laura E. Francis

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:  
 I know Andrea Rogers as a childhood friend and schoolmate
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,

Laura E Francis

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.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
18. Please explain your understanding of the educational program of the charter school.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

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

Form 4: RFI – Prospective Charter School Board Member – Laura E Francis – September 2010

3. As a longstanding resident of Mount Vernon and educator, I became aware of the Amari Public Charter School and the opportunity to serve as a member of its board from conversations with other parents and residents in the community.

4. I am committed to making a positive difference in my hometown and passionate about the educational progress of Mount Vernon's youth. The opportunity to serve and play a role in a collaborative grassroots initiative to have the first charter school is one I take very seriously.

16. If 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 appropriate steps would be taken to gather facts, discuss, review and decide on a suitable outcome. Decisions and outcomes would be made based on the Board's Code of Ethics and By-Laws. The situation would be handled privately as not to cause distraction to teaching and learning.

17. The Amari Public Charter School's mission is to offer a quality, public school to the Mount Vernon community that builds on the current fundamental elementary education and effectively prepares 5<sup>th</sup> through 8<sup>th</sup> graders to attend competitive high schools, college and the career of their choice. Amari's philosophy is the result of involved and invested community stakeholders with high expectations for their own children, the youth of the city and ultimately the future. As a smaller, responsive, and professionally accountable middle school, Amari Public Charter School will produce graduates who are academically accomplished, intellectually curious and civically engaged young people who tackle challenges diligently and creatively.

18. The Amari Public Charter School's educational program is anchored in the model referred to as the Continuous Cycle for Improvement, which consistently tracks progress and proactively makes adjustments. Goal-setting, data analysis and program modification are the basis of Amari's education design. Amari will provide an extended school day and year, foster strong family partnerships, employ high-qualified teachers, have an exemplary academic program with an intense focus in ELA and Math and maintain a strong school culture founded on high expectations and no excuses.

19. A successful charter school serves the needs of its students and advances them academically and personally. A successful charter school upholds its charter and is accountable to the state. A successful charter school is fiscally sound. A successful charter school employs highly qualified and passionate professionals united to fulfill its mission.

19b. To ensure that this charter school is and remains successful, Amari's Board of Trustees will consistently and responsively oversee governance of the school. The Board will hire and evaluate the Executive Director. By forming committees, policy, academic, financial, and development responsibilities will be appropriately delegated, monitored and fulfilled.

20. The role of a public charter school board member is to be a servant leader. As a visible and primary representative of the school, each member must uphold the mission, code of ethics and by laws of the Board at all times. Every board member understands their duties and works collaboratively to protect and advance the students and the school.

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

22. The city of Mount Vernon desperately needs educational change. The Amari Public Charter School is a viable solution initiated by parents, residents, educators and community stakeholders committed to the immediate and long-term progress of the city and its youth.

Name: Chanelle Hyde  
(Include preferred honorific.)

Daytime Telephone: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: \_\_\_\_\_

Business E-Mail/Fax: \_\_\_\_\_

Charter School Name: AMARI PUBLIC 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.):

FORMING BOARD REPRESENTATIVE

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
4. Please explain why you wish to serve on the board.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
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: *Friendship with the Sterns*
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.

#### Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
18. Please explain your understanding of the educational program of the charter school.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

#### Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

### Chanelle Hyde – Founding Board Member Applicant; Amani Public Charter School

#### Background

3. I became aware of the Amani Public Charter School and the opportunity to serve on its board as a result of my acquaintance with Debra Stern. We became acquainted through youth advocacy and community outreach efforts in Mt. Vernon, New York.
4. I wish to serve on the Amani Public Charter School board because I believe the school will be a major educational option for at-risk middle grade youths in Mt. Vernon. As a result of my work with the Mt. Vernon Police Department, I am keenly aware of the need for educational alternatives in the city.
5. As the Mt. Vernon Police Department's Drug Market Intervention Coordinator, I arrange personal and educational support services for a large underserved population.

#### Conflict of Interest

16. If I encountered a situation in which one or more board members were self-dealing, I would bring this to the attention of the Board President. I would then ask that the entire board be presented with facts and recommend the individual in question respond. The board could then execute a vote-reaction.

#### Educational Philosophy

17. The mission of the Amani Public Charter School is to provide middle school students, grades 5-8, of Mount Vernon, NY with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.
18. The educational program of the charter school will include standards-based instruction tailored to individual student needs and learning styles. I firmly believe that with the institution's dedication and commitment, young people will be treated like scholars through the use of a rigorous academic program.
19. Important characteristics for a successful charter school include the school's ability to nurture students in an effective educational manner with the incorporation of a respectful culture in which academia and achievement are prominent values. The board of a successful charter school would need to monitor the specific performance indicators for achievement to make sure the school remains true to its academic mission. Specifically, the board would monitor absenteeism, grades, and student progress. The board must support the decisions of the educational leader while holding the leader accountable. The should also recognize and convey that teaching and learning are the greatest contributory factors to the school's success; high quality teachers, measuring outcomes, and constantly improving techniques are all major indicators of achievement.

**Chanelle Hyde – Founding Board Member Applicant; Amani Public Charter School**

**Other**

20. The appropriate role of a public charter school board member is to ensure that the school's policies reflect the mission of the school. Each board member plays a role in ensuring that the school is fiscally, educationally, organizationally, and legally sound. Private fund raising is also an important activity of the board. A successful charter school continues to review and improves upon school policies to make sure the mission is being followed accordingly.

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

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

Name: Stephanie Jones McCaine  
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address: NA

Business E-Mail/Fax: NA

Charter School Name: Amani Public Charter School

Charter School Address: Mt Vernon, NY

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 President

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

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

**Background**

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

*I attended a meeting in the community that was introducing the charter school to a group of stakeholders.*

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

*I would like to serve on this board because the mission of the school is consistent with my own values and the school itself will fill a substantial academic void in my community. I believe that my previous board and volunteer work as well as current profession provide me with the knowledge and expertise to help this school fulfill its mission and serve the underserved middle school students in Mt. Vernon. I am keenly aware of what it takes to be a college bound student and look forward to sharing that expertise. Additionally, my understanding of data analysis and marketing should be valuable to this board as well.*

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

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

This does not apply to me.  Yes.

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: I have become acquainted with the other prospective board members through my work on the development team for this charter school.

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 suspected that a fellow board member was involved in self-dealing, I would raise this issue at the next regularly scheduled board meeting and insist an investigation be conducted to address my concern. I would also request that the suspected board member remove him/herself from any discussion or vote related to the matter in question.*

#### Educational Philosophy

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

*APCS is a middle school, serving grades 5-8. The mission of Amani Public Charter School (APCS) is to provide students with the academic, critical thinking and social skills necessary to succeed in competitive high school programs, college and the career of their choice.*

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

*Students will be enrolled in supportive learning environment that offers a longer school day and longer school year to assure that they develop grade level (or above) proficiency in ELA, Math, Social Studies, and Science. The daily schedule will offer students substantial blocks of time to engage in subject matter that will foster improved learning. Students will demonstrate their proficiency through their performance on regularly delivered internal and nationally normed assessments as well as New York State Examinations.*

Students will be taught by exemplary, innovative and data-driven instructors who will balance structure with flexibility to assure that they are responsive to the student's needs. Further, the faculty will be engaged in on-going professional development and (self)-assessment, analyzing curriculum, pedagogy, and student performance.

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.

*In addition to a mission-centric culture, a successful charter school fosters collegiality and collaboration amongst all members of the school's community (teachers, students, staff, etc), is data-driven, seeks continuous improvement, has a keen focus on accountability, fosters a culture of excellence, focuses on teaching and learning and engages parents in the educational and developmental life of their student(s).*

Steps that the board must take to assure success include but are not limited to the following:

- Understand, support and periodically review the school's mission statement
- Serve as a guide to organizational planning and decision-making - set organizational priorities
- Select a strong and appropriately matched School Leader
- Support, review and provide School Leader with frequent and constructive feedback
- Assure annual organizational plan includes concrete, measurable goals consistent with the charter and accountability plan.
- Employ ongoing quantitative and qualitative assessment
- Ensure and (manage) adequate resources
- Develop and maintain adequate personnel policies and procedures
- Conduct an annual evaluation of the full board and individual members

**Other**

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

*The primary responsibilities of a public charter school board member is to work to ensure that the academic program is successful, school mission is fulfilled, school's program and operation are true to the terms of its charter, and that the school is a viable organization. In addition, in their role on the board, members support and review performance of school leader, assist in overseeing the management of adequate and appropriate resources, participate in the maintenance of organization's legal and ethical integrity and accountability.*

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

*I have read and understand the charter school application the charter school board's by-laws and all proposed policies.*

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

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

Name: Ms. Andrea J. Rogers  
(Include preferred honorific.)

Daytime Telephone: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: N/A

Business E-Mail/Fax: N/A

Charter School Name: Amani Public Charter School (APCS)

Charter School Address: Mount Vernon, NY street 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, with committee roles to be assigned.

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Mrs. Brenda Stern, one of the Amani Public Charter School founders, and I were introduced by a mutual friend and community organizer in Mt. Vernon. We met and Mrs. Stern believed my professional skills, personal interests (including board development and a commitment to youth development domestically & internationally) and having been a long-time Mt. Vernon resident would be an asset to the charter school's first board.*
4. Please explain why you wish to serve on the board.  
*Mt. Vernon has been my hometown for 37 years and was always a great place to grow up as a child. The state of Mt. Vernon's public school system has become poor and I see Amani Public Charter School as an answer to this. This charter middle school has the opportunity to improve and change the lives of Mt. Vernon's young people. I am excited to use my skills and assets as a nonprofit and philanthropy professional to improve the public options for parents and middle school students in my community.*
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): *I have served as board co-chair, board member and currently a board committee member for ALP (Achieving Leadership's Purpose, formerly the Archbishop's Leadership Project), a rigorous youth leadership program based in Harlem, NY serving young people of the African diaspora dedicated to service in their communities. The dates of my service are available in my attached resume.*
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
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.

*I would bring this to the attention of the Board Chair or Vice-Chair, assuming that neither of these were the board members in question. I would suggest that they speak to board member suspected of benefiting from conflict of interest and would assist that the issue, in the name of transparency, be brought to the full board, along with steps for resolution. At the time of the board meeting, I would suggest any additions or amendments be made to our policy of vetting vendors or consultants to prevent this from happening in the future.*

#### Educational Philosophy

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

*The mission of the Amani Public Charter School (APCS) is to provide all of Mount Vernon students who attend the school from the 5th through 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice. APCS graduates are academically accomplished,*

*intellectually curious, and civically engaged young people who tackle challenges diligently and creatively. APCS aims to be a middle school of excellence that will hold students, teachers and parents to uphold high standards.*

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

*Amani Public Charter School is a nonprofit school committed to teaching middle school student in grades 5-8 how to think for themselves, analyze content and enter high school on a college preparatory track. APCS will emphasize excellence in teaching, and insist upon academic rigor that is appropriate to the level of each child. Amani will be a holistic place of learning where student education and content is paramount as well as their physical, psychological and social health. Educator development and opportunities to engage parents in learning and development will be given priority to support the path of Amani students. APCS will also support a strong school culture.*

*The educational program will be based on high academic standards and achievement, including a great emphasis on literacy and numeracy. Excellent teachers combined with an extended school day will create a community of learning for APCS students.*

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 mission and vision driven to uphold the best in high quality academic achievement for its students and parents. It is linked to the community around it and establishes innovative structures, such as longer school days, to provide extended time for learning and achievement. Amani Public Charter School aims to include the parents, care givers, faculty and staff in students' academic achievement and continuous learning. As part of the APCS board we must ensure that APCS remains mission and values-driven to academic and individual achievement; constantly improves and learns from its success and setbacks; upholds the laws of a charter school and remains sustainable.*

#### Other

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

*The board of a successful charter school will make sure that APCS upholds its mission and that the Executive Director ensures that all staff will do the same. The board will have a clear understanding of how the charter school is doing (including successes and challenges). The board will be ambassadors from the community and be responsible for the fiduciary health and sustainability of the Amani Public Charter School.*

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

*Yes, I have read and understand the charter school application as well as the APCS' board by-laws and proposed policies.*

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

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

Background

Name: Debra Stern  
(Include preferred honorific.)

Daytime Telephone: [Redacted]  
Home Mailing Address: [Redacted]  
Personal E-Mail/Fax: [Redacted]  
Business Address: [Redacted]

Business E-Mail/Fax: \_\_\_\_\_

Charter School Name: Amani Public Charter School

Charter School Address: Mount Vernon, NY

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.

\_\_\_\_\_

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resumé Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **SEE ATTACHED**
4. Please explain why you wish to serve on the board. **SEE ATTACHED**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

I have served on the following boards.  
 Parent's Place, Inc. a nonprofit early childhood center in White Plains, NY.  
 Mount Vernon Public Library Board  
 Mount Vernon Public Library Foundation Board

I presently serve on the Westchester County African American Advisory Board.

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

#### Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.  
**SEE ATTACHED**
18. Please explain your understanding of the educational program of the charter school.  
**SEE ATTACHED**
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.  
**SEE ATTACHED**

#### Other

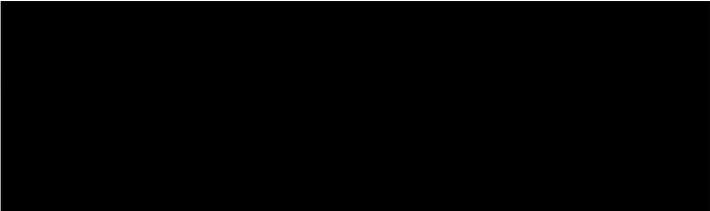
20. Please explain your understanding of the appropriate role of a public charter school board member. **SEE ATTACHED**
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **SEE ATTACHED**
22. Please provide any other information that you feel is pertinent to the Department's review.

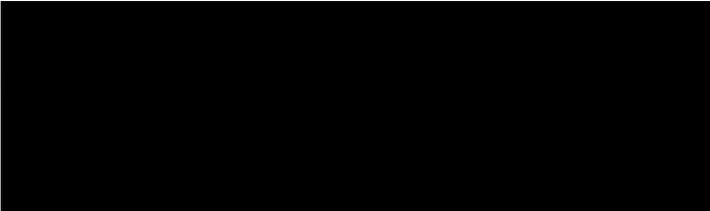
SCHOOL TRUSTEE BACKGROUND INFORMATION – SUPPLEMENTAL RESPONSES

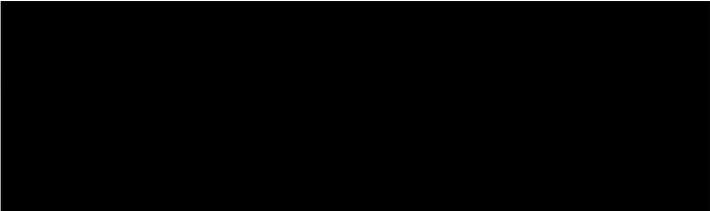
3. I am one of the founding members of the Amani design team. I have been involved with the development of the school from the inception.
4. I believe that the Mount Vernon City School District needs an educational option that will offer a rigorous college preparatory program for middle school students. I look forward to the opportunity to serve the community in this way.
8. I was involved in recruiting all the board members. I know them all socially and/or professionally from the work I have done in the Mount Vernon community and beyond.
9. I have come to know many charter school employees over the last year as I have been conducting research to complete the application for Amani.
16. I would raise the issue with the Chair of the Board.
17. I understand that the mission of the Amani Public Charter School is to provide middle school students in the Mount Vernon Community with at academic skills to be successful in competitive high school programs, college and ultimately the career of their choice.
18. There are three things that the Amani Public Charter School will do ridiculously well: great teaching, an exemplary academic program and strong school culture. The school will offer more time during the day than the traditional middle schools in Mount Vernon. I also understand that there will be a strong focus on literacy and numeracy skills.
19. A successful charter school is one with strong culture that honors academic achievement. A successful charter school is made up of staff that is aligned with the mission and philosophy of the school. A successful charter school utilizes data in a meaningful way to inform instruction. A successful charter school fosters strong partnerships with families and the community.
20. Board members have a legal requirement to ensure that the operations of the school focus on serving the public. We are accountable to a diverse group of constituents, yet it is critical to be objective in guiding the school. The Board is the primary promoter of the schools' mission and its educational philosophy in the community. The Board members also have an obligation to be involved with fundraising for the institution. Ultimately, the Board is responsible for the overall integrity of the school, its financial health and its educational program.
21. I have read and understand the application, by-laws and all policies.

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

Name: Richard W. Thomas  
(Include preferred honorific.)

Daytime Telephone: 

Home Mailing Address: 

Personal E-Mail/Fax: 

Business Address: Office of the Governor, 120 Bloomingdale Road.,  
White Plains, NY 10607

Business E-Mail/Fax: 

Charter School Name: Amani Public Charter School

Charter School Address: 20 S 2nd Ave., Mt, Vernon, NY 10550.

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **SEE ATTACHED FOR EXPLANATION**
4. Please explain why you wish to serve on the board. **SEE ATTACHED FOR EXPLANATION**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
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. **SEE ATTACHED FOR EXPLANATION**  
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: SEE ATTACHED FOR EXPLANATION

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. SEE ATTACHED FOR EXPLANATION

#### Educational Philosophy

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

SEE ATTACHED FOR EXPLANATION

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

SEE ATTACHED FOR EXPLANATION

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.

SEE ATTACHED FOR EXPLANATION

#### Other

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

SEE ATTACHED FOR EXPLANATION

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

SEE ATTACHED FOR EXPLANATION

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

SEE ATTACHED FOR EXPLANATION

## Answers from Richard W. Thomas for The Amani Public Charter School Board Application

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

Debra Stern asked me to consider serving on the board a couple years ago when she decided to start a Charter School. She followed up nearly every month for 24 months until I recently agreed to serve.

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

The parents and children of Mt. Vernon deserve a choice in education. The current quality and costs are not commensurate with actual results of academic performance. As a concerned citizen, I want to be part of the solution and help create opportunities for young people to excel through academics. As a taxpayer, I desire to bring competition to the school district so as to force them to be more cost effective while providing parents with options for their child's education.

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

I am a friend of Debra Stern's and am not too familiar with the other board members. The nature of our relationship is neighborly.

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.

I am currently working in the Executive Chamber and this may present some challenges should I stay. Given new opportunities in the private sector and the incoming administration, I believe all ethical issues will be limited to the two year ban of having contact with state agencies. To honor this code, I will do everything in my power to adhere to these rules and work on matters that do not involve interacting with state government on behalf of the Amani Public Charter School.

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 by-laws to identify which rules they may be violating. After I collect some documentation of their potentially ill advised activity, I would raise my concern in writing to the Chairperson of the Board and ask that they loop in the State Education Department to assist in investigating this matter. I would publicly ask them to recuse themselves from decision making roles until a full and thorough investigation is completed by an independent third party neutral, i.e., the State Education Department. Should the investigation prove that they were indeed up to no good, I would follow the procedures in the by-laws for expelling the person or persons from the board and ask the State Education Department to determine whether this rises to the level of criminal charges.

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

We will add ownership to the education process for students and their family. Many young people are aware of the types of clothing they wear and go to great lengths to keep their clothing "fresh" and clean. If they can "own" their sneakers, they can "own" their education. Most children fall behind in grades 5 through 8 and, in Mt. Vernon, this is attributed to social pressures and lack of parental involvement. The Amani Public Charter School aims to disrupt this apathetic sentiment of both students and parents by providing a unique and current curriculum that integrates tangible applications of study inside and outside of the classroom. Our mission is to prepare students for high school and position them to do well so they can move on and into college. We know what failure looks like and I am proud to be part of a group that is committed to seeing young people overcome the social and economic challenges to succeed in academics.

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

We will teach students by utilizing methods similar to Socratic method, that is, by application. This will engage their imagination and encourage them to think through problems in a more holistic fashion. The goal is for this to become a habit that they take with them through life but, most importantly, apply the skills they receive in our school in High School.

**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.**

Ownership is the most important characteristic. Ownership provides the right combination of pride, interest and incentives for people to remain engaged and committed to success. People that own their home or children that own their sneakers often take steps to enhance and defend their property. (For Clint Eastwood it is, "Get off my lawn!" and for young people, it is, "don't step on my shoes.") This heightened level of concern that something of importance is at stake keeps people motivated to do well by their asset. That said, our young people are our asset and we, the board, have an obligation to make sure that they receive the highest quality education available but also compel the parents to become more actively involved in their education so the students remain accountable for their performance. Almost every parent wants to see their kid do well, especially in school. The board needs to tap into parental love and work with them to find the right routine for them to get involved with their child's education. We can do this by holding informative events and status update meetings on weekends when they have time to meet. This is one example of connecting with and motivating parents to own their child's education but it also reflects our desire to be flexible, available and accountable on all levels and at all times.

**Other**

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

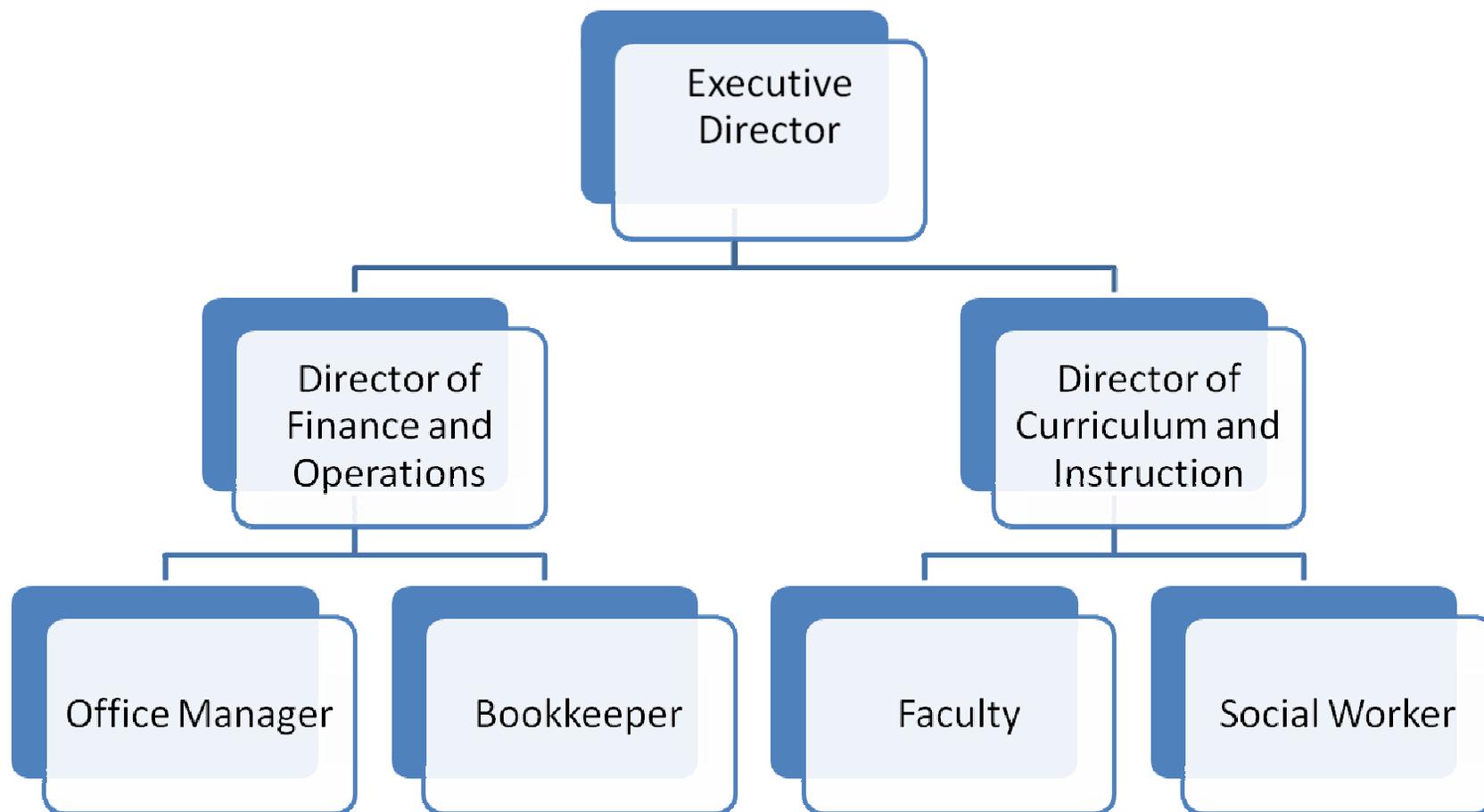
As defined by the Amani Public Charter School, the Board of Trustees will ensure that teachers have the necessary resources, curriculum, tools and materials to implement the standards-aligned curriculum. I believe my role to be more dynamic as my strengths are economics and strategy. I hope to be of help in raising capital and advising the administration on strategic growth opportunities. I view the immediate requirements as a necessary and important activity and will work very hard to make sure we meet these expectations. I hope to do a much better job in assisting the school from a financial and strategic standpoint.

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

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

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

I believe that competition in the public education system will drive down the cost of education in the long run. As a Board Member, I will strive to ensure that quality always increases and that the board, administration, parents & students are all accountable for their performance. We have a great opportunity to change the status quo of education in Mt. Vernon. I recognize and understand that the Mt. Vernon City School District needs all the money it can get; however, it has not demonstrated an acceptable path for academic progress to parents and taxpayers for a long time. I am a product of the school system and was devastated when the school district cut funding to school sports in 2008. Yes, there were serious financial issues but the point I took from this was the plea of homeowners telling the school district to be more accountable for its spending. One can argue that it's the system or it's the parents but no one can argue with the lack of academic performance, especially in grades 5 through 8. In Mt. Vernon, the right academic resources are not reaching the children. This cycle exacerbates an ever widening achievement gap with their global peers. We cannot "wait for Superman." We must address these issues with a different approach than we currently rely on. The future of this city and country depends on the next generation to be competitive in the global market place. The Amani Public Charter School offers a cost-effective structure that produces the result taxpayers both desire and deserve, that is, better academic performance. As for the students, it provides a dynamic curriculum that aims to prepare them to excel and compete at the highest of levels and hopefully surpass their global peers in China and India and their local comrades in Bronxville and Scarsdale – both places where education is collectively owned by parents, students, teachers and the school district.



Full Application: Amani Public Charter School  
Attachment 7 – Key Position Descriptions

**Executive Director**

*Accountability*

- Set high standards and goals for self, others, and the school
- Oversee school-wide long and short-term planning to address student needs
- Collect data and prepare evidence of the schools progress toward upholding its mission
- Manage the school in a fiscally sound way
- Meet with authorizers, auditors as needed and/or required, to oversee compliance
- Report directly to the board of trustees on all matters

*Discipline*

- Sets and enforces the discipline policy of the school
- Works with parents assisted by Social Worker to address concerns

*Instruction*

- Be familiar with and approve all programs and materials being used in the school
- Keep abreast of current research, trends, and best practices in education

*Community Outreach*

- Be the contact person for parents, and Amani Public Charter School's main spokesperson
- Plan and conduct community meetings and cultivate relationships in the community

*Management/Oversight*

- Implement Board policies
- Make day-to-day and long term operating and management decisions
- Lead the human resources committee to identify, interview, and select qualified applicants
- Establish job assignments and job titles, in consultation with staff and board identified priorities
- Assign and supervise school personnel in executing special projects
- Conduct regular staff meetings to discuss policy changes and other administrative matters
- Provide recognition and celebration for student, staff, and school accomplishments

*Budget and Finance*

- Prepares and oversees the budget, in consultation with the Director of Finance and Operations
- Oversee grant writing to secure funding

*Qualifications*

- Masters degree
- Excellent written and oral communication skills
- Minimum five years teaching similar student population
- Previous supervisory or managerial experience
- Proven success in working collaboratively
- Demonstrated success in encouraging parent involvement.
- Understands the purpose and structure of charter schools in New York State

**Director of Curriculum and Instruction**

*Responsibilities*

- Oversee professional development and program development.
- Select, Supervise, Monitor & Evaluate teachers and academic support team
- Facilitate and monitor all initial and ongoing assessments
- Identify and order books and teaching materials for programs, and classroom libraries
- Select and explain use of non-mandated assessment tools and technology
- Follow up to ensure intervention services are being provided to at-risk students.
- Plan and organize semi-annual parent-teacher meetings
- Participate in school-wide long and short-term planning to address student needs
- Reviews teacher lesson plans on a regular basis and provide feedback
- Oversee authorizer compliance in areas of responsibility

Full Application: Amani Public Charter School  
Attachment 7 – Key Position Descriptions

*Qualifications*

- Masters degree
- Successful experience in leadership and or project management
- Experienced in curriculum planning and development
- Minimum three years teaching similar student population

**Classroom Teacher**

*Assessment*

- Administer and review all required New York State student assessments.
- Prepare informal classroom assessments based on classroom lessons to supplement formal assessment results
- Utilize a wide range of assessment tools and strategies to regularly measure student progress

*Collaboration*

Share effective teaching and learning strategies, skills and knowledge

*Curriculum*

- Have a complete understanding of curricular goals and objectives

*Instruction*

- Observe, assess, record and research instructional strategies that foster mastery of learning for students at all levels of academic achievement, including students with disabilities

*Management*

- Create and maintain conditions within the classroom that lead to accomplishment of the school mission

*Parents*

- Communicate frequently with parents to share information, insights and student successes

*Professional Development*

- Participate in professional development sessions and coordinate lesson topics with other teachers in order to create a coherent curricular design to maximize student understanding and enrich the learning experience

*Qualifications*

- BA or BS degree
- New York state teaching certification
- Demonstrated successful experience working with middle school children
- Prior teaching experience in a public or private school, preferably in an urban setting

**Special Education Teacher/Coordinator**

*Responsibilities*

- Effectively communicate with teachers, parents, and co-directors to facilitate the IEP process
- Remain current on rules set forth in special education law and regulations
- Maintain privacy of student records and information
- Serve as a liaison with the CSE of the students' district of residence
- Provide instructional support to the teachers
- Oversee the progress on a timely basis of students with IEP's and students who are at-risk
- Coordinate the development and maintenance of IEP's
- Ensure the school's compliance with Special Education regulations and the maintenance of accurate special education records in accordance with state and federal law

*Qualifications*

- Appropriate state certification as a special education teacher
- Must have a B.A. and be certified as a Special Education teacher or administrator.
- Three years of prior experience in special education, preferably in an urban setting

**English as a Second Language Teacher/Coordinator**

*Core Functions:*

## Full Application: Amani Public Charter School Attachment 7 – Key Position Descriptions

- Responsible for ensuring that all students are achieving at high levels
- Use student data on an on-going basis to assess, to plan/ modify instruction, and to monitor student learning.
- Utilize, develop, and infuse developmentally appropriate ESL techniques, engaging curricula and instructional materials in order to ensure access for ELL students
- Assist colleagues in understanding the culture of ELL students
- Act as grade level coordinator of ELL services- administering NYSESLAT

### *Required Knowledge:*

- Understanding of and commitment to the mission and activities of the Amani Public Charter School
- Understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners and experience with oral language assessments, LAB-R, NYSESLAT
- Understanding of current issues impacting urban education

### *Additional Qualifications, Skills and Abilities:*

- Talent to create a thinking, meticulous, yet intimate learning environment for the accommodation and inclusion of ELLs
- Superior organizational, data management, and record-keeping skills

### *Experience/Education:*

- Masters Degree, or higher degree, in Education.
- Fulfillment of all NCLB “highly qualified” requirements.
- Minimum of two-years as a teacher in middle school setting
- Appropriate New York State certifications.
- Bilingual (English/Spanish or Portuguese) helpful.
- Experience working with students at-risk of educational failure.

## **Social Worker**

### *Responsibilities*

- Provide mandated counseling for students who are to receive services as stated on their IEP’s
- Work collaboratively with staff to maintain open communication about student’s progress
- Reach out to organizations that will provide families with outside therapy in place of or in addition to school services, when necessary; provide referrals to families as necessary
- Implement and administer the A-Money Program
- Work with individual students and groups
- Coordinate any necessary contractual arrangements with social-service agencies
- Helps to identify intervention services and make referrals for at-risk students

### *Qualifications*

- Degree in Social Work or Child Psychology or School Psychology from an accredited university
- Demonstrated experience working with students individually and in small groups
- Willingness to push in classrooms as well as work with students outside the classroom
- Willingness to lead staff development on identifying and meeting student’s needs

## **Director of Finance and Operations**

### *Budget Administration and Financial Management*

- Work closely with the Executive Director to ensure sound fiscal management of the school.
- Manages annual budget creation process with Executive Director
- Manages annual financial audit, tax filings and 990 filing with auditor
- Oversee all bookkeeping, monthly financial reconciliations, and monthly financial statements
- Maintains itemized spreadsheet of revenues and expenses
- Manage all fiscal reporting to all constituents including Charter authorizer and Board of trustees
- Responsible for tax reporting to IRS and individuals

## Full Application: Amani Public Charter School Attachment 7 – Key Position Descriptions

- Responsible for deposits, transfers, financial reimbursement procedures and bill paying
- Responsible for semi-monthly payroll and all relevant fringe benefits
- Completes all federal, state and city grant administration/reporting
- Select and oversee vendors, as needed, to procure products and services
- Manages purchasing, disbursement and maintenance of school supplies, materials and equipment

### *Compliance*

- Manages all compliance responsibilities including Title I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters, student lottery, annual sexual harassment seminar and legal issues with pro bono attorneys
- Manages compliance related to Board of Trustees and charter renewal
- Administrates annual parent survey

### *Technology Functions*

- Oversee technology needs and supervise creation of technology plan
- Supervise information technology providers and act as first level of response for technology troubleshooting and implementation
- Oversee ERATE application process
- Responsible for school website and coordinate staff created content

## OPERATIONAL FUNCTIONS

### *Student Records*

- Supervise Administrative Assistants
- Maintains student records– updates contact, health and emergency information
- Ensures that student information is accurate and filed as required by state law
- Coordinates academic data entry by teachers for report cards
- Manages/tracks attendance and lateness of students
- Work closely with other schools on the transfer of credit and related issues

### *Student Enrollment*

- Manages student recruitment process, including outreach and tours for parents
- Oversees student enrollment
- Maintains student waiting list according to state law, receives and organizes applications
- Ensures new student lottery is run in compliance with law, works with office manager to document that process is followed by impartial party (auditor, board member)

### *Food Services*

- Manages school nutrition program
- Ensures that parents complete forms to determine price of meals, free, reduced price or full price
- Ensures and tracks meal distribution
- Reports meal counts for reimbursement by appropriate State authorities
- Ensures compliance with Department of Health food service standards

### *Transportation*

- Manages student transportation by bus and other modes, for arrival, dismissal and field trips
- Coordinates processes for students entering, leaving and moving around the building

### *Facilities*

- Coordinate school safety and facility inspection
- Facilities coordination, e.g. cafeteria, nurse, security and custodian
- Manage lease/purchase negotiations, maintenance and renovations
- Maintain system to address facility needs – lighting, repairs, emergency cleanup, etc.
- Supports long-term planning for use of permanent facility
- Schedules and logs fire drills in accordance with laws
- Manages aspects of facilities such as, lease/purchase negotiations, maintenance and renovations

Full Application: Amani Public Charter School  
Attachment 7 – Key Position Descriptions

*Human Resource Administration*

- Participate in staff recruitment, selection, retention and dismissal decisions
- Coordinates job fairs, phone and in-person interviews
- Manages personnel files and ensures that all paperwork is complete for school staff
- Contracts with appropriate vendors for payroll, liability and property insurance, employee health insurance and benefits; accounting, transportation, food and other goods and services
- Acquaint new employees with benefits and insurance packages
- Provide for coverage for absent staff
- Administers Annual staff survey, compiles statistics and files all surveys

*Development and Marketing*

- Works with Executive Director to implement and apply for grants and conduct fundraising activities; manages fundraising events; coordinates grant reporting
- Plan after school partnerships and administer
- Selects and implements fundraising software
- Manages marketing materials and updates external marketing sites as needed
- Supervise website

*Qualifications*

- Masters degree in Business and Administration
- Successful experience in leadership and or project or business management

**Bookkeeper (P/T)**

*Responsibilities*

- Manages the financial records of the school including payroll and procurement.
- Manages all Payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents
- Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members
- Manage deposits, transfers, financial reimbursement procedures and bill paying
- Manage semi-monthly payroll and all relevant fringe benefits
- Manage tax reporting to IRS and individuals
- Posts revenues, bank deposits, expenses, check disbursements in accounting system and files all related accounting documents
- Completes Bank Reconciliations, handles Treasury Management to maximize interest income and
- Manages petty cash (if applicable Purchases and tracks all supplies, materials, and assets using cash funds and non-cash funds
- Purchases and tracks all supplies, materials, and assets using cash funds and non-cash funds .

**Office Manager**

*Responsibilities*

- Manages all logistics related to returning supplies, materials, Shipping / Receiving
- Grant application process management
- Maintain attendance records: school, student, and personnel records
- Assist in arranging transportation, travel arrangements, and field trips
- Processes student and faculty applications
- Answer phones, record messages
- Welcome parents, children, and guests to the school

*Qualifications*

- Demonstrated organizational skills, verbal and written communication skills
- Prior experience in an administrative assistant position, preferably in a school setting

Amani Public Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2011 to June 30, 2012						DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	1,266,953	218,198	-	-	32,716	1,517,866
<b>Total Expenses</b>	800,861	174,433	-	-	530,968	1,505,362
<b>Net Income</b>	466,092	43,764	-	-	(497,352)	12,504
<b>Actual Student Enrollment</b>	69	11	-	-	-	80
<b>Total Paid Student Enrollment</b>	69	11	-	-	-	80
Based on the Mount Vernon Experience we assume the 13.67% of children will be classified as Special						
	PROGRAM SERVICES				SUPPORT SERVICES	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue						
Mount Vernon	1,159,861	183,659	-	-	-	1,343,520
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	1,159,861	183,659	-	-	-	1,343,520
Stimulus	-	22,200	-	-	-	22,200
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	1,159,861	205,859	-	-	-	1,365,720
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	-	-	-	-	-
Title I	29,172	-	-	-	-	29,172
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	23,434	23,434
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	5,499	869	-	-	-	6,368
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	34,671	869	-	-	23,434	59,044
<b>LOCAL AND OTHER REVENUE</b>						
Contributions and Donations	19,434	3,076	-	-	-	22,510
Fundraising	17,266	2,734	-	-	-	20,000
Estate Reimbursement	35,741	5,659	-	-	-	41,400
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	9,282	9,282
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL AND OTHER SOURCES</b>	72,431	11,469	-	-	9,282	93,182
<b>TOTAL REVENUE</b>	1,266,953	218,198	-	-	32,716	1,517,866
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions					
Executive Management	1.00	80,000	-	-	-	80,000
Instructional Management	1.00	65,000	-	-	-	65,000
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	65,000	65,000
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	32,308	32,308
<b>TOTAL ADMINISTRATIVE STAFF</b>	460.00	-	-	-	172,308	172,308
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	4.00	212,308	-	-	-	212,308
Teachers - SPED	2.50	-	132,692	-	-	132,692
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	106,154	-	-	-	106,154
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	50,000	-	-	-	50,000
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	960.462	368,462	132,692	-	-	501,154
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	13.50	513,462	132,692	-	-	646,154
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	51,346	13,269	-	-	64,615
Fringe Employee Benefits	-	82,154	21,231	-	-	103,385
Retirement / Pension	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	133,500	34,500	-	-	168,000
<b>TOTAL PERSONNEL SERVICE COSTS</b>	13.50	646,962	167,192	-	-	814,154
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	-	-	24,000	-	24,000
Legal	-	-	-	5,000	-	5,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	70,200	-	70,200
Food Service / School Lunch	-	-	-	30,000	-	30,000
Payroll Services	-	-	-	3,000	-	3,000
Special Ed Services	-	-	2,000	-	-	2,000
Titment Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	42,500	-	-	-	42,500
<b>TOTAL CONTRACTED SERVICES</b>	-	42,500	2,000	132,200	-	176,700
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	35,000	-	35,000
Classroom / Teaching Supplies & Materials	14,000	-	-	-	-	14,000
Special Ed Supplies & Materials	-	1,960	-	-	-	1,960
Textbooks / Workbooks	17,266	2,734	-	-	-	20,000
Supplies & Materials other	3,453	547	-	-	-	4,000
Equipment / Furniture	16,000	-	-	-	-	16,000
Telephone	-	-	-	6,000	-	6,000
Technology	-	-	-	40,000	-	40,000
Student Testing & Assessment	4,000	-	-	-	-	4,000
Field Trips	2,500	-	-	-	-	2,500
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	18,500	-	18,500
Staff Development	5,000	-	-	-	-	5,000
Staff Recruitment	10,000	-	-	-	-	10,000
Student Recruitment / Marketing	15,000	-	-	-	-	15,000
School Meals / Lunch	24,180	-	-	-	-	24,180
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	111,399	5,241	-	99,500	-	216,140
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	16,760	-	16,760
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	108,000	-	108,000
Repairs & Maintenance	-	-	-	7,500	-	7,500
Equipment / Furniture	-	-	-	18,500	-	18,500
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	150,760	-	150,760
<b>DEPRECIATION &amp; AMORTIZATION</b>						
DISOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	25,000	-	25,000
<b>TOTAL EXPENSES</b>	800,861	174,433	-	-	530,968	1,505,362
<b>NET INCOME</b>	466,092	43,764	-	-	(497,352)	12,504
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
Mount Vernon	69	11	-	-	-	80
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	69	11	-	-	-	80
<b>REVENUE PER PUPIL</b>	18,345	19,952	-	-	-	18,973
<b>EXPENSES PER PUPIL</b>	11,596	15,950	-	-	-	18,817