

PROSPECTUS: MOTT HALL CHARTER SCHOOL

I. EXECUTIVE SUMMARY

Mission

The mission of the Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. We accomplish this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model¹, technology infusion, an enriched arts program, and service learning.

Key Design Elements of Mott Hall Charter School

Building on a track record of success - Mott Hall Charter School is based on the Mott Hall school model which has a track record of academic success in underserved communities and a strong reputation amongst parents and community members. The original Mott Hall middle school is consistently ranked as one of the top middle schools in New York City. “Inside Schools” calls it “the jewel of district 6” and a great “source of pride in the Dominican Communities of Washington Heights and Inwood where most of its students live.”² Building on this success, Replications, Inc. (Replications), a New York City based school start-up and support organization has opened six Mott Hall middle schools over the past ten years all of which have achieved attendance levels well above 90% and have maintained the same high academic standards.

Educational Program - Mott Hall Charter School’s curriculum is standards based and all learning activities and assessments are aligned to the New York State and Common Core standards. MHCS’s educational program is guided by the International Baccalaureate Middle Years Programme (MYP), the AVID Advisory Program, and the Sanctuary culture model.

- The International Baccalaureate Middle Years Programme (MYP) ensures academic rigor through high quality teacher professional development and a curriculum framework which puts students at the center of a changing and increasingly interrelated world.³
- AVID (Advancement Via Individual Determination) is an advisory program designed to prepare students from low-income and ethnic or linguistic minority backgrounds for entrance to top high schools, colleges and universities by teaching students how to study, read for content, take notes, manage time, and improve critical thinking.⁴
- Sanctuary strives to create a community free of all forms of violence including physical, emotional, and social where all students can be fully available for learning because they feel safe and empowered.

Curriculum and Instruction at Mott Hall Charter School - Teachers at MHCS will use Understanding by Design (UBD) as their primary method of curriculum development. Instruction is delivered through constructivist, interdisciplinary and project-based pedagogy. In MHCS classrooms the Workshop Model of instruction will be used to ensure that students are constructing their own knowledge within a social context instead of passively receiving it from the teacher. Daily instruction in the workshop will consist

¹ Upon Charter authorization, MHCS will begin the process for becoming an accredited International Baccalaureate Middle Years Programme, AVID, and Sanctuary program school.

² See Inside Schools (<http://insideschools.org/index12.php?fso=159&all=y>)

³ See IB <http://www.ibo.org/myp/>

⁴ See AVID online <http://www.avidonline.org/>

of three basic parts: direct instruction; independent or small-group work; and sharing of work with peers. Within this daily structure, students will have choice in what they study, how they study it and how they present their learning. In this way students are not only more invested in their work, but they learn about themselves and their own work habits. Their peers become a real audience for whom they share their learning: not just the teacher and the grade book. The teacher serves as an expert in the subject matter, an advisor and coach—not simply the source of information and evaluator.

Serving Students with Special Needs - Mott Hall Charter School will ensure that English Language Learners (ELL) and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive. Our goal will be to mainstream these students into the most challenging and least restrictive classes possible. We will ensure that students receive all necessary accommodations to enable them to meet and exceed State standards. The MHCS Special Education teacher will work closely with other teachers to help them understand the needs of students with IEPs and help implement the best teaching practices. Our ELL instructional model will be the Sheltered Instruction Observation Protocol (SIOP) model, which pairs language objectives with learning objectives, in which all MHCS teachers will receive training. When ELL students or students with IEPs require additional time-on-task, the school will provide additional instruction during its Saturday program.

Technology - Despite the fact that technology has changed every aspect of life and work all over the world, our schools have been slow to effectively integrate technology. At Mott Hall Charter School technology will be used in every class to improve, speed, and expand the scope of student work experiences. Basic technology skills, internet safety, and the use of targeted software will be explicitly taught, but once the students have been given the tools, they must be expected and allowed to use them. Students will use technology to conduct research, build models, communicate, and share their learning.

Capacity to effectively launch, oversee and govern the Mott Hall Charter School

The Mott Hall Charter School planning team is highly qualified to launch, oversee, and govern this school. The team has a wealth of experience working in Mott Hall schools, including the original Mott Hall, Mott Hall III, Mott Hall V, and Mott Hall Science and Technology Academy. The proposed leader for this school is currently the principal of Mott Hall Bronx High School, a high-performing IB accredited school in D9 in the Bronx. The team has extensive experience in school start-up, school administration, operations, middle school instruction, youth development, student support services, and community engagement. The founding Board of the Mott Hall Charter School is well-balanced and diverse, capable of governing the school towards academic excellence, sound operations, and fiscal responsibility. Founding Board members include three current Bronx principals (two from Mott Hall middle schools and one from an ELL focused school), an education accountability expert, an ELL expert, a community arts partner, a school facilities expert, a Vice President of Leadership Diversity from Goldman Sachs, and the Director of Intergovernmental Affairs for Governor Patterson who grew up in CSD 8. The MHCS Board will also reserve seats for a student, parent and teacher representative once the school opens to ensure these important voices are represented in the governance of the school.

In addition the institutional partner for the Mott Hall Charter School will be Replications, Inc. Over the past ten years Replications has developed 28 schools in low-income communities and currently provides on-going academic and operations support to a network of 14 district schools throughout New York City. As its Charter Management Organization (CMO), Replications will oversee the start-up of Mott Hall Charter School, provide on-going support services and hold Mott Hall Charter School accountable for fidelity to the Mott Hall model and meeting its stated performance goals.

II. STUDENT POPULATION

A. Student Enrollment

Mott Hall Charter School Anticipated Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th	110	110	110	110	110
7 th		105	105	105	105
8 th			100	100	100
9 th					
10 th					
11 th					
12 th					
Ungraded					

B. Target Populations

Mott Hall Target Population

Mott Hall Charter School proposes to be sited in either Community School District 8 or 9, both high needs districts in New York City. Replications knows both these districts well having started and supported schools in both CSD 8 (Mott Hall Community School) and 9 (Mott Hall Bronx High School, Mott Hall Science and Technology Academy, Frederick Douglas Academy III). CSD 8 includes the Castle Hill, Hunts Point, Throgs Neck and Soundview sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 5,000 middle school students. 14.6% of students in the district are designated special education. ELL students account for 12% of all school age children in district 8, the majority of whom are native Spanish speakers.

District 8 has a demonstrated need for quality middle school choices. Last year only 58.5% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 67.8% met proficiency on the NY State math exam. These scores remain lower than the city averages of 66.8% and 76.4% respectively. This community has a 30% poverty rate - much higher than the national average of 9.2%. Approximately 85% of students in D8 receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited in district 8. There are currently 6 charter schools serving district 8 – only 4 that serve middle school students. Last year almost 1,000 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Community school district 9 includes the Grand Concourse, Morissania, Tremont and Crotona Park sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 6,000 middle school students. 12.65% of students in the district are designated special education. ELL students account for 24% of all school age children in district 9, the majority of whom are native Spanish speakers.

District 9 has a demonstrated need for quality middle school choices. Last year only 49.7% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 64.4% met proficiency on the NY State math exam. These scores remain well below the city averages of 66.8% and 76.4% respectively. This community has a 42.1% poverty rate - significantly higher than the national average of 9.2%. Approximately 90% of students in D9 are eligible to receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited. There are currently 6 charter schools serving district 9 – only 1 that serves middle school students. Last year almost 2,200 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Community Support for Mott Hall Charter School

Strong community support is the foundation for any new school and is an invaluable way to attract new students as well as to leverage additional services and supports which help retain students. This past spring, the Mott Hall Charter School planning team has canvassed the community and found a plethora of enthusiastic support for this charter school – from principals and parent coordinators at local elementary schools to community based organizations and local political leaders as well as current schools with which we work. We have not only shared information, but we have elicited feedback and participation in the creation of the school through informal discussion and more formal Community Feedback Surveys. We've found that the community believes there is a real need for the new high-quality middle school option which Mott Hall Charter offers – stakeholders being most attracted to Mott Hall's strong reputation, its focus on academic rigor, integrated technology, arts enrichment, and a range of after-school programs and supports available for students. Given the positive response we've received from the following community partners we will continue to work with them to get the word out about Mott Hall Charter School, admissions requirements and timelines to families of prospective students, particularly those typically less informed about educational choice options:

- **Bronx Community Board 2**
- **Bronx Community Board 4**
- **The Bronx Borough President's Office**
- **State Assembly Member Marcos Crespo**
- **State Senator Jeff Klein**
- **Councilmember Helen Foster**
- **Councilmember James Vacca**
- **Elementary School Principals, Parent Coordinators, and Parent Associations:** Due to the fact that we are known in the public education community and that Mott Hall Charter School proposes to start in 6th grade rather than 5th grade we have been welcomed by local elementary schools eager for a high-quality middle school option for their graduating students. Members of the planning team were invited to Parent Associations meetings at PS 69, PS 75 and PS 146 to introduce the Mott Hall Charter School proposal. Many parents expressed interest and support and wanted more

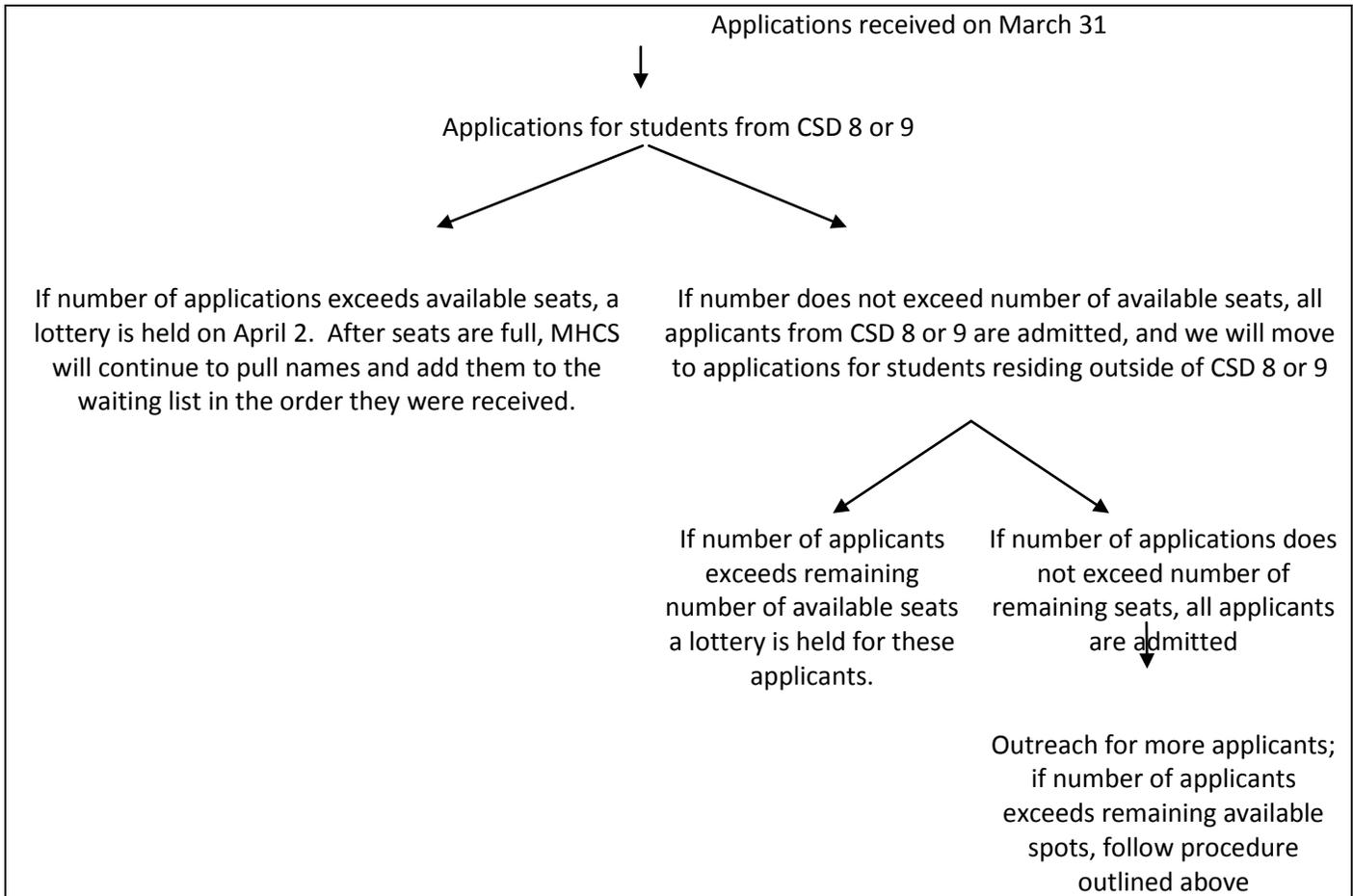
involvement once the school was approved. We will continue to build relationships with elementary schools across the district.

- **Claremont Neighborhood Centers:** Located in the Claremont/Morrisania section of the South Bronx, Claremont Neighborhood Centers, Inc. has pledged its support for the Mott Hall Charter School. Focusing on neighborhood needs, Claremont's services include: child care and after-school programs with activities such as karate, drama and photography workshops, dance and computer instruction and a range of athletic activities. In addition, Claremont offers a Nite Light program for teens with extended recreational hours until 10 pm, a job assistance program, summer day camp and participation in The New York Fresh Air Fund. We will work with Claremont to ensure that families they serve know about and apply to Mott Hall Charter School.
- **Casita Maria:** Established in 1934, Casita Maria was the first charitable organization to serve Hispanics in New York City. Today Casita Maria provides after school education in the arts, literacy and job readiness while addressing critical needs for youth, families and seniors in the Bronx. Casita Maria Executive Director Sarah Calderon is a founding Board member and has expressed support of the Mott Hall Charter School and its shared mission of providing students with the education and skills they will need to compete effectively in the 21st century. Thanks to their long standing roots in the Bronx Casita Maria will be an invaluable student recruitment partner.
- **Police Athletic League (PAL):** PAL is New York City's largest independent youth development not-for-profit organization that operates head start/day care, after-school, evening teen, summer day camp, youth employment, truancy prevention, juvenile justice and re-entry, city-wide sports, play streets and part-time centers, food service, and adventure learning programs for pre-school kids, children and adolescents ages 3 to 19. In its 95th year of service, PAL is continuing its evolution and remaining a vibrant and vital NYC institution. We will advertise Mott Hall Charter School at the PAL Center and events.

Family Outreach and Recruitment

MHCS is open to all students eligible to enroll in New York City schools with admissions preference given to students residing in Community School District 8 or 9 depending on which community school district the school is located. Further, the school will reserve seats for students designated as Special Education or English Language Learners in proportion equal to the community school district average for students with these designations and we will aggressively recruit to ensure we meet this target. The application form will ask for student information, and will be used to determine if the student does reside in Community School District 8 or 9 and if the student is eligible to receive Special Education or ELL services. MHCS will not discriminate on the basis of academic achievement. In addition to working closely with the above mentioned community partners, MHCS will also recruit students by placing ads in local newspapers, distributing and mailing flyers to community residents, community organizations and distributing information at community board meetings. All written materials will be translated into the primary native languages of the school's English Language Learner demographic, which in this case is Spanish. In addition, MHCS will run several open houses in community based facilities to allow students and families to meet the school faculty and staff. We will also conduct tours of existing Mott Hall middle schools in District 8 and 9 to show parents and students the type of school environment and education we will be providing. Information regarding the application procedures and timeline will be distributed through all of these venues. The timeline is as

follows: By September 30, the application is made available to parents both online and in person at specified location and times. For start-up year admissions, the timeline will be compressed to account for a December 2011 authorization. The application deadline will be March 31. If the number of applicants exceeds the number of seats available, we will hold a lottery during a community board meeting. The process for selecting students is outlined below.



Families will be notified by April 8 of their admissions status (admitted or wait listed). Families will need to return enrollment forms by April 22. If parents do not choose to enroll their student in MHCS, we will consult the waiting list and offer students admission in the order they appear on the waiting list. MHCS will reserve a percentage of seats for students who transfer under the No Child Left Behind program.

The parent or guardian of a student may withdraw a student at any time. Should the parent request a withdrawal, the Principal will meet with the family to try to resolve the situation. If the parent still wants to withdraw the student, the Office Manager will assist the parent with a referral to the appropriate NYCDOE office which can assist in student placement.

Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily). Any sibling(s) of a student already enrolled at MHCS who applies to MHCS will be automatically assigned a seat in the school and will not need to enter into the admissions lottery.

Supporting and Retaining At-Risk Students

Children in District 8 and 9 are among the most underserved and at-risk of academic failure in New York City. Children meet their learning potential within a context of safety and security. The level of chronic stress and trauma in the day to day lives of children within this district greatly impacts their sense of safety and security and leads to disrupted or uneven child development. The result is often children who are distracted, hyper-aroused, and whose behavior often interferes with their own learning and the learning of others. Understanding the effects of chronic stress (poverty, oppression, etc.) and trauma (loss of family members, witnessing violence, family illness, etc.) in the lives of the students is essential in creating a school environment where children can become calm and focused and achieve their personal potential.

Mott Hall Charter School will create *Sanctuary* in the school as defined by Sandra Bloom in The Sanctuary Model. The goal of the Sanctuary Model is to provide a community free of all forms of violence including physical, emotional, and social and to create a community where all voices are heard, where all members must be held responsible for their behavior and the consequences of it. However, it also promotes responses to negative behavior that will provide the child with an alternative learning experience. The purpose of discipline within this model is not punitive or using the child to serve as an example to others, but rather to teach a lesson that the child needs to learn; responses that provide a corrective emotional experience. The entire MHCS staff will participate in intensive training in the *Creating Sanctuary in the School* Curriculum. Parents and students will also be oriented to the model.

Students who are functioning below grade level will be given intensive instruction in areas in need of improvement. The school's extended school day will allow for extra instruction in addition to regular content area instruction. Students will receive instruction in small groups of 5-10 students and will be evaluated to make sure they are making progress.

MHCS will use Scholastic's *Read 180* program to provide intervention for struggling readers. This research-proven program is flexible, effective and engaging for students. Using the computer-based system allows for differentiation to perfectly match students' areas of need with appropriately leveled materials and exercises. A student who struggles with comprehension will not have to sit through decoding instruction that s/he does not need. Students will be given the time and opportunity to do what improves literacy skills the most: read materials that interest them at an appropriate reading level. A *Read 180*-trained teacher will facilitate the program and ensure students are making progress.

Math remediation will also focus on assessment and customized instruction and practice in areas of need. Students will be continually assessed and instruction will be targeted to areas of need. This is a necessity, but also something that is impossible in a regular math classroom where the teacher has to cover the grade-level curriculum, but can be accomplished in our extended day program.

MHCS anticipates having English Language Learners and students' whose first or dominant language is not English. The school intends to use the Sheltered Instructional Observation Protocol (SIOP) model in all subject-area classes. Many aspects of the Workshop Model and the SIOP model are complimentary. The Workshop Model ensures students are "doing," not passively receiving information from a teacher or a text. The Workshop daily structure will allow for the frontloading of vocabulary in addition to the creation and use of individual student glossaries. The Workshop Model also allows for ample time for students to communicate with each other using the vocabulary of the discipline and academic vocabulary as well. In a workshop, materials are differentiated to meet students' individual interests and reading levels. Because teachers are not tied to the front of the room delivering direct instruction, they are free to circulate around the room and provide extra support language learners need.

In addition to these academic needs, students often face challenges outside of school that impede their progress in school. MHCS will have a strong social work staff which will provide individual and group counseling in addition to being a resource for families in need of outside support.

Serving students with Special Needs

MHCS is committed to educating all of its students. We actively seek to improve our knowledge regarding special needs students in order to provide the best education for diverse learners. In support of this commitment, every staff person will receive professional development equipping them with new knowledge, skills, and strategies to make sound decisions about struggling learners, especially those requiring special education services. The Principal, the social worker and the Special Education teacher will make up the Student Support Team which works collectively to make instructional and behavioral decisions to best support Special Education and ELL students. The Student Support Team will meet weekly. The Principal will observe students and student work and assess the level of participation and academic performance. That information is brought to weekly grade team meetings and discussed with other data from assessments.

MHCS will ensure that all students receive a free and appropriate education (FAPE) in the least restrictive environment (LRE) possible. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. MHCS will not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

Identifying and Educating Students with Disabilities

After students are enrolled, the school will request from parents and from the CSE a copy of the student's IEP to identify which services are mandated. During the course of the academic year, teachers and administrators will regularly assess and monitor all students to make sure they are on target for meeting goals during the school's scheduled six-week interval benchmark points as well as any intermittent assessment deemed necessary. If there are students who are not progressing, the school will institute its Pre-Referral process. During this phase the student support team develops an intervention program specifically for that student, aimed at addressing the underlying causes for lack of progress. If the intervention program does not yield academic progress, the student's parents will be called in for a conference and we will recommend a more intensive evaluation.

Evaluation and Revision

The Student Support team at MHCS will review each student's IEP at least four times annually to monitor for the need of requesting modifications from the CSE for the student's district of residence.

Serving students with Special Needs

MHCS will fully serve students who enter the school with an IEP requiring additional supports beyond the supports offered the general student body. Upon enrollment and with the support of families and school districts, we will secure all records for incoming students, work with appropriate Committees on Special Education (CSE) where applicable, and collaborate with the local CSE to suggest modifications. While the Social Worker has special expertise, all teachers at MHCS will be knowledgeable about the diverse needs of special education students. The Social Worker will

coordinate and deliver professional development sessions that focus on students with disabilities and the best ways to serve them.

Decertifying Students with IEPs

Mott Hall Charter School will work diligently to ensure that each child’s social, emotional and academic progress is evaluated annually to determine if the special education student supports offered at the time are still warranted. When a student has mastered strategies and requires little to no additional supports offered outside of what all Mott Hall students receive, we will, with the consent of parents, initiate proceedings to decertify the student.

MHCS will meet the IEP requirements of all admitted students by requesting the services of the NYC Department of Education or by contracting with an independent provider for those services it cannot provide in-house. As per Article 56, the NYC DOE is the LEA for the purposes of special education provision, and as such, we will expect the LEA to provide services for MHCS students to the same extent that services are provided to other public school students.

MHCS will directly provide and privately contract related services through independent service providers, as needed. Provision of these services will be dependent upon the individual goals and requirements of the IEP, availability of services through the CSE, and the particular qualifications and specialty of the special education teachers on staff at MHCS.

Contracted service providers will be incorporated into the fabric of the school (including staff meetings, professional development, and parent/family meetings) to the greatest extent possible. A description of these possible partnerships is described in the chart below.

Service	MHCS SPED Teacher	NYC DOE CSE	Contracted Provider
Special Class	X	X	X
Resource Room	X	X	X
Speech Therapy		X	X
Occupational Therapy		X	X
Physical Therapy		X	X
Counseling	X	X	X
Crisis Paraprofessional		X	
Home and Hospital Instruction		X	
In or out of State private school		X	
12 month special service and/or program		X	

Mott Hall Charter School Plan for Coordinated Provision of Special Education Services

The Principal of MHCS will coordinate the provision of special education with the assistance of the special education teacher, and Social Worker to ensure quality, consistency and academic excellence. The Principal will communicate regularly with the regional CSE to ensure that all special education services and programs are provided in accordance with IEPs. This includes quarterly meetings at the CSE, letters and emails regarding newly admitted students (requesting IEPs or initial referrals in process), and phone calls (to follow up on all items in progress, coordinate logistics for CSE meetings, etc.). Additionally, when a student is receiving services from a NYC DOE employee or contractor, the Principal will ensure that the employee or contractor enters the correct service start date in CAP and ATS.

CSE meetings will be requested formally via a letter (and follow up phone calls) to the CSE Chairperson with a copy to any other CSE staff people who have developed a relationship with the school. The student's general education teacher, and special education teacher, as well as the Principal or Social Worker will attend the CSE meeting.

During the annual review of the IEP, the CSE will be made aware of the student's participation and progress toward meeting his/her IEP goals. Additionally, CSE members will be invited to participate in any Student Support Team or other school based meetings in which the student's academic progress is to be discussed.

CSE meetings are a critically important venue for teachers, students, parents and administrators to share perspectives about a student's strengths and areas for development. Regular education and special education teachers are required to attend the CSE meetings for their students. Teachers are expected to substantively contribute to the dialogue and documentation for the CSE meeting. Additionally, the Principal and/or Social Worker will be present at all such meetings.

Identifying and Educating students with Limited English Proficiency

MHCS's admissions procedures are consistent for all students, including students identified as Limited English Proficient (LEP). We will not know whether a particular student is LEP until after they have registered and enrolled in school. We are committed to recruiting and retaining LEP students. We have targeted recruitment strategies and programmatic elements specific to serving English Language Learners. Our goal in recruiting students for MHCS will be to meet or exceed the percentage of LEP students found in other schools in the District.

Our outreach and recruiting strategy will include, but not be limited to, the following elements:

- Presenting all marketing and communications material (including recruitment and enrollment materials) in both English and the native language.
- Working with local community-based organizations and faith-based organizations to reach out to immigrant communities
- Visiting local elementary programs that serve large immigrant populations

We anticipate that these targeted recruitment strategies, in conjunction with an English language immersion program as a vehicle to high academic achievement, will allow us to attract and retain average to greater ELL enrollment than neighboring public schools.

Identifying Students with Limited English Proficiency

Parents will be asked to complete a home language survey as a part of the enrollment process. In addition, all incoming students will be required to complete an English diagnostic exam during

student orientation. The data gathered from the survey and diagnostic exam will determine whether students will need to take a formal diagnostic exam, the Language Assessment and Battery-Revised (LAB-R), which will assess whether their level of English proficiency hinders their academic progress. When proficiency levels are established, the appropriate supports will be determined for each student's progress. Each year thereafter, the students will take the NYSESLAT to measure progress in language proficiency. No ELL student will be placed in a Special Education classroom due to his/her English proficiency nor will they be excluded from extra-curricular activities because of an inability to speak or understand English. Additionally, all school documents will be sent home in the student's native language.

Serving Students with Limited English Proficiency

Research indicates that the most effective way to prepare ELL students to succeed academically is through a structured English immersion program in which students are educated alongside their English-speaking peers with additional supports. In addition to the structured English immersion program, ELL students at Mott Hall receive double literacy periods. Additionally, the frequent assessments, extended school day and school year and intensive support structures ensure we are reaching all learners including ELL students.

Mott Hall will provide a daily schedule that allows for both push-in/pull out services as best determined between the ESL teacher, content area teacher and administration. In both scenarios the ESL teacher will work individually and in small groups to accomplish specific language objectives as they relate to their content (as per SIOP). Additionally, students will have computer assisted programs to support their individual needs. Our already small class size will support the advancement of these students.

Mott Hall staff will receive continuous professional development on teaching students with limited English proficiency. The Sheltered Instruction Observation Protocol (SIOP), designed specifically to facilitate high quality ELL instruction, will help us provide effective instruction for our ELL students. Whenever necessary, we will hire additional specialists as consultants to support Mott Hall staff in serving ELL students. Data from assessments and input from educators will be carefully recorded and maintained by the appropriate educational staff.

Mott Hall will include parents of ELL students in their academic planning by providing translating services during parent meetings, and written communications in the family's native language. English proficiency will be reported on the student's progress reports

Exiting the ELL Program

When a student's NYSESLAT scores indicate they are proficient in English, he/she will exit our ELL program. We recognize that these students may still require additional language acquisition supports and we will continue to provide these supports within our general education setting.

III. SCHOOL DESIGN

The school design and founding team described above have an impressive track record of success. Specifically, Mott Hall Charter School will build on this track record and meet the following eligibility criteria on its way to becoming a top middle school in New York City:

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

Mott Hall middle schools have yielded impressive student outcomes in some of the most at-risk neighborhoods in New York City. Students attending Mott Hall middle schools are primarily black or Latino and live in neighborhoods with high poverty rates – over 80+% of students at Mott Hall middle schools qualify for free or reduced lunch. Yet, Mott Hall middle school students in these communities are outperforming middle schools in their respective districts and in most cases Citywide. All five Mott Hall middle schools eligible to receive a NYC DOE School Report Card grade received an “A” this past year. ELA and Math scores of these schools show a steady increase in real scores year-over-year as well as a steady increase in student progress. Again, in many instances the scores are not only above average for the district in which these schools reside, but also well above the City average. Mott Hall middle schools across the City have also seen a steady increase in the number of Special Education and English Language Learners and have continued to achieve growth in student achievement and progress.

Building on this track record, the expertise of the founding team, and the core school design elements described above we expect Mott Hall Charter School to meet and exceed these impressive outcomes.

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);

N/A

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

The mission of the Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. Our interdisciplinary, liberal arts curriculum guided by the IB Middle Years Programme and delivered through the Workshop Model prepares students for the type of authentic intellectual work they will be required to do in high school and college. Our longer instructional day and year ensures that students have the time they need for remediation of skills where deficient and for moving towards mastery where already proficient. As in other Mott Hall middle schools students will take advanced coursework preparing them to sit for and pass Math A, Integrated Algebra, and Living Environment Regents Exams. The school’s AVID Advisory Program is specifically aimed at giving students the organizational and study skills they will need to handle a high school curriculum and guides students through the high school admissions process. Our Sanctuary culture model, technology infusion, arts enrichment, service learning, and other student supports are all aimed at developing well rounded students with the life skills necessary to successfully navigate our increasingly complex world.

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

When students first enter MHCS they will be thoroughly assessed to identify academic deficits. In conjunction with students’ most recent state test results, MHCS will use its own baseline assessments

to assess students' content knowledge and academic vocabulary. Their reading and math levels will be assessed using the Acuity diagnostic assessment.

In addition to entrance assessments, the school will constantly use data to identify students who are not making adequate progress. Sources of data are the school-designed periodic assessments, grades and anecdotal data. There will be periodic, formal reviews of data to watch for these at-risk students. When they are identified, appropriate supports will be given.

At MHCS assessment is inseparable from curriculum and instruction. Teachers must assess what students already know and can do before beginning instruction and ensure instruction has been internalized as it is being taught and after it has been completed. At MHCS, every lesson is imbued with formative assessment. Summative assessments are major tools for not only monitoring and ensuring student progress, but for school improvement as well. The creation, analysis and revision of summative assessments are pieces of MHCS teachers' professional development and an invaluable way to open conversations with teachers around assessment, instruction, and student needs. This teacher-created in-class assessment will be supplemented with Acuity by McGraw-Hill's reading and mathematics assessments—administered quarterly in each of the grades. Acuity is a comprehensive tool that includes Predictive, Instructionally Targeted, and Item Bank Assessments and allows for targeted differentiated instruction for students based on their specific areas of weakness. These tools are user-friendly and the data is teacher-friendly and easy to interpret.

At MHCS the creation, administration and analysis of data from periodic assessments will form a cycle. The first step in the cycle is the creation of the assessments. This step involves several inputs and provides myriad benefits. The first assessment of the year is a baseline assessment. The creation of this assessment is an excellent way for teachers to engage with the year's standards as they determine answers to the following questions:

- 1) What should my students know before they can start learning what they need to learn this year?
- 2) What skills will they need if they are going to be able to learn the skills that they need to learn this year?

These questions force meaningful engagement with the grade-level standards and performance indicators. This is also the time when teachers engage with summative assessments from the previous year—something that is known to be good practice, but often neglected. As teachers plan their baseline assessments, they will look at what the students were tested on the previous year and the manner in which they were assessed (on both internal and NYS assessments). This will familiarize them with the content from the previous year and assessment techniques. Once the baseline has been administered, they will look at the testing data in order to predict areas of strength and weakness and target assessment to further probe these findings. If a teacher is working from a pre-existing baseline that she or a colleague created previously, then the emphasis is on revising the assessment in light of the assessment data from previous years.

While individual teachers bear ultimate responsibility, these assessments are created and revised in teams. Within a grade, all subject area teachers need data on their students' reading, math and writing skills. Across grades within a discipline, teachers share assessment strategies, formats and data collection tools. In this way students will not be subjected to repetitive assessments and important conversations will be facilitated allowing collaboration and sharing of practice among teachers. While "aligning curriculum" gets a lot of lip service, it is difficult to do. But in this context alignment becomes very concrete and the process offers a regular place to negotiate alignment both vertically and horizontally. Just as in the classroom—routines create a context within which growth can be achieved.

Assessment Data

After the assessments are administered teachers again assemble in teams to analyze their findings. The upcoming curriculum is adjusted to allow for assessed strengths and weaknesses. The teams plan to assess areas of weakness again after re-teaching or remediation. Curriculum can be accelerated when students already have the knowledge or skills they would have been taught during the unit. This process of data analysis also serves the important function of showing the need for differentiated instruction. This is often an area of difficulty for many teachers, but working in a team helps to lower anxiety and increase capacity. This is also a tremendous opportunity for sharing of effective practice, e.g. “Johnny really learns a lot in my class when I use a lot of pictures in my teaching.” “Nina really flourishes when she’s working on a project in a team.” “Have you tried having him work with a partner who can read the questions to him?”

These meetings will also be the place where struggling students are identified and targeted for support. The teacher teams will know the baseline expectations: that they are responsible for students meeting the standards for the grade. In addition, they are expected to ensure that all students’ scores on the state test increase and that all students not meeting standards move faster than the rest of the population toward meeting the standards. In the initial data analysis process (and in conjunction with the previous year’s data) teams will collaborate with the principal to set specific goals for the grade, their subject-areas and specific students in need of remediation. Students at risk of not meeting standards will be discussed in more depth and the team will create individualized action plans for each of them. The Principal will ensure that the grade teams have the appropriate support in terms of personnel and materials they need in order to carry out these plans. These struggling students will have additional formative data collected and monitored between summative assessments in order to ensure interventions and remediation is helping. In addition, Acuity provides individualized remediation and additional assessments for struggling students. These resources will be used in the students’ individualized action plans.

Later, summative assessments are created or revised in line with the curriculum and the previous assessment data. This process further opens teachers’ practice to each other and leads to interdisciplinary connections and streamlining and improving assessment. If a science teacher is helping an ELA teacher revise a test, he or she may gain insight into the literacy skills that impact students’ performance on the science assessment. A math teacher may decide to use examples from history after reviewing a social studies assessment. Furthermore, teachers discuss good assessment techniques and work to improve ineffective ones.

Chart of Annual Assessments

Formative Assessments	Summative Assessment
<ul style="list-style-type: none">Quarterly Acuity Diagnostic assessments in Math and reading <p><u>In-class and teacher-created assessments:</u></p> <ul style="list-style-type: none">Entrance and exit slipsJournalsUse of “clickers” (Audience response polling)	<ul style="list-style-type: none">Any classroom projects that occur at the end of a unit or topic (posters, pamphlets, performances, dialogues, reenactments, etc.) All will be assessed using a rubric aligned to standards and department-wide established criteria.Completed writing tasks

<p>devices)</p> <ul style="list-style-type: none"> • Conferences • Quizzes • Questioning—whole-class, small-group and individual • Various other “in the moment” and “dipstick” assessments • MHCS created periodic assessments (PA): one baseline, three at the end of the first three quarters and one final exam 	<ul style="list-style-type: none"> • Presentations • Performance tasks such as labs • NYS-mandated tests
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MHCS Calendar of Assessments						
	ELA/Reading	Math	Science	Social Studies	Art	Foreign Language
August	Baseline – Acuity	Baseline - Acuity	MHCS Created Baseline	MHCS Created Baseline	MHCS Created Baseline	MHCS Created Baseline
September						
October						
November	Acuity	Acuity	MHCS Created PA #2	MHCS Created PA #2	MHCS Created PA #2	MHCS Created PA #2
December						
January			MHCS Created PA #3	MHCS Created PA #3	MHCS Created PA #3	MHCS Created PA #3
February	Acuity	Acuity				
March			MHCS Created PA #4			
April	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT
	Acuity	Acuity	Grade 8 NYS Science Exam	MHCS Created PA #4	MHCS Created PA #4	MHCS Created PA #4
May	NYS ELA Exam	NYS Mathematics Exam	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT
				Grade 8 NYS Social Studies Exam		
June	MHCS Created	MHCS Created	MHCS	MHCS	MHCS	MHCS

	Final Exam (PA #5)	Final Exam (PA #5)	Created Final Exam (PA #5)			
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In addition to using Acuity’s diagnostic assessment program, Mott Hall Charter School has decided to develop its own assessments rather than relying completely on commercial or published assessments. While on its surface this appears to create more work, it has been shown that assessment is more effective when it’s created collaboratively by teachers who teach at the same grade level or the same subject matter in a particular school⁵. Additionally, the more authentic or closely tied to work being done in the classroom assessment is, the more effective it will be in helping teachers and students assess learning⁶. Assessment should take place when students are engaged in work which matters to them and interests them⁷. This is best gauged by the classroom teacher.

Because of the crucial role assessment plays in teaching, the creation, use and analysis of teacher-created assessments is a central part of teachers’ professional development⁸. In helping teachers acquire the skills necessary to create and use effective assessment, we increase the professional knowledge in MHCS and help build and sustain a culture of professional rigor and excellence. Furthermore, professional development that takes place in the context of teachers’ regular work has been shown to be more engaging and effective than professional development which is removed from their daily work⁹.

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

The Mott Hall Charter School will fully implement local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness. These systems include:

- *Grade Teams* led by teacher leaders who serve as coaches for all teachers on a particular grade level. These individuals facilitate structured data, assessment, curriculum, and instruction meetings with individual teachers. They also facilitate weekly grade level and/or content team meetings.
- *Data Inquiry Teams* to study a sub-group of struggling learners, devise and test strategies to improve their learning, and use the most effective strategies with students with similar learning challenges.
- *Collaborative Team Teaching Teams* consisting of a general education and special education or ESL teacher. These teachers will leverage their expertise in designing, delivering, and assessing

⁵ March, J.K., & Peters, K.H. (2002). Curriculum Development and Instructional Design in the Effective Schools Process. Phi Delta Kappan, January 2002, pp.379 – 381.

⁶ Johnson, N.J., & Scull, J. (1999). The Power of Professional Learning Teams: An Implementation Model. Improving Schools (UK), 2 (1)

⁷ Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

⁸ Black, P., & Wiliam, D. (1998a). Inside The Black Box: Raising Classroom Standards Through Classroom Assessment. Kappan Professional Journal.

⁹ Ibid.

instruction based on the unique needs of students with IEPs and students with Limited English Proficiency.

- Use of NYC DOE and other local data and technology innovations such as *ARIS*, *Datacation*, *School of One*, and the *Innovation Zone (iZone)* to maximize Mott Hall Charter School's data analysis and technology utilization toward increased teacher effectiveness and student outcomes.

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

All four principals on our founding team lead schools that are co-located with other schools in NYC DOE buildings. Through monthly Building Councils, shared staff, coordinated PD and campus wide events these schools share best practices and resources related to operations and academics. We expect this level of sharing of best practices and resources should the Mott Hall Charter School be co-located with other schools in a NYC DOE site. Additionally, Replications will link Mott Hall Charter School to its PSO network, which includes fourteen schools, through monthly Principal Councils, newsletters, network professional development, retreats and other on-going networking opportunities. Schools in the Replications PSO network include lower performing schools, high performing Mott Hall schools, dual language schools, and a specialized high school. In addition to facilitating networking opportunities, a key function of Replications is to identify best practices in individual network schools and to disseminate these practices network-wide. Mott Hall Charter School will not only be able to share its best practices with schools that may be struggling but will be able to learn from the highest performing schools in the Replications network.

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

The founding team for this school has significant new school start-up expertise. The proposed leader for this school is the founding principal of Mott Hall Bronx High School which just completed its fifth year with a graduation rate of over 90%. Two of our Board members are principals that founded their own Mott Hall middle schools and have dealt first-hand with the challenges associated with new school start-up. Finally, the school's CMO, Replications, has launched twenty-eight new schools in New York City over the past decade and has encountered nearly every imaginable start-up challenge. Replications staff has founded schools as well as worked in the NYC DOE office responsible for new district and charter school start-up. The founding team will draw on this plethora of experience to ensure a smooth and successful launch to Mott Hall Charter School.

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

Many members of the founding team are current or former employees of the NYC DOE with intimate knowledge of the district's policies, protocols and systems. The proposed leader of the Mott Hall Charter School is a current NYC DOE principal and was a former NYC DOE Regional Instructional Specialist working principals, assistant principals, coaches, teachers and regional staff to implement literacy programs and improve academic achievement across the Bronx. Three of our Board members are current DOE principals in the Bronx and one Board member oversaw the development of the NYC DOE's accountability system. And, for the past ten years, Replications, Inc., the proposed CMO for this

school, has partnered with the NYC DOE to create and support high-quality new schools in underperforming neighborhoods in New York City. As a Partnership Support Organization (PSO), Replications is currently under contract with the DOE to support a network of schools in close coordination with the NYC DOE to improve instruction, special education, youth development, operations and ultimately student outcomes. As a sign of the strength of this partnership, the NYC DOE recently asked Replications to partner in its application for an Investing in Innovation (i3) scale-up grant. Mott Hall Charter School looks forward to working closely with SED and the NYC DOE to ensure that the school meets its performance goals on all measures.

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

Every member of the Mott Hall Charter School founding team shares the conviction that no external factor — race, economic status, or geography — should prevent a child from attending a high-performing and intellectually rigorous public school. We believe that education in America is an equal right, not an elite privilege. Therefore, we are seeking to deliver on this belief by proposing to open the Mott Hall Charter School in the high-need communities of D8 or 9 in the Bronx. Mott Hall has been successful with children from low-income, under-served communities in New York City and despite the challenges has kept students engaged in school demonstrated by attendance rates of over 90% and has achieved academic outcomes far surpassing district and City averages. With the experience of the planning team, the oversight of the founding Board, and the support of the Replications CMO, we are confident that Mott Hall Charter School will improve on this track record and become the flagship in a network of high performing Mott Hall middle schools offering education alternatives to communities that desperately need them.

New York State Education Department
2010 Charter Application for
Mott Hall Charter School

Submitted by
Replications, Inc.

TABLE OF CONTENTS

I. EDUCATION PLAN	1
A. Curriculum and Instruction	1
B. School Calendar	11
C. Target Population	12
D. Assessment	12
E. School Climate and Discipline	15
II. ORGANIZATIONAL PLAN	18
A. Governing Body	18
B. Founding Group Composition	20
C. Management and Operation	22
C1. Charter Management Organizations	23
D. Staffing and Human Resources	28
E. Student Recruitment, Enrollment, and Evidence of Demand	30
F. Community Involvement	21
III. FINANCIAL PLAN	32
A. Budget	32
B. Financial Management	34
C. Facility	35
D. Transportation	37
E. Food Service	37
F. Insurance	37
IV. TABLE OF REQUIRED ATTACHMENTS/FORMS	40
V. REQUIRED FORMS	40
VI. REQUIRED ATTACHMENTS	40
APPENDIX	

I. EDUCATION PLAN

The mission of the Mott Hall Charter School (MHCS or the School) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. We accomplish this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model², technology infusion, an enriched arts program, and service learning. Since teachers most influence student achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building a positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.

The original Mott Hall School is a gifted program which is consistently ranked as one of the top middle schools in New York City. “Inside Schools” calls Mott Hall “the jewel of district 6” and a great “source of pride in the Dominican Communities of Washington Heights and Inwood where most of its students live.”³ Building on this success, Replications, Inc. (Replications) has opened four Mott Hall middle schools and two Mott Hall High Schools maintaining the same high academic standards while replacing the academic screens of the original Mott Hall with a non-selective admissions process.

The educational program at Mott Hall Charter School is guided by the International Baccalaureate Middle Years Programme (MYP) framework. Teachers use Understanding by Design (UBD) as their primary method of curriculum development. Instruction is delivered through constructivist, interdisciplinary and project-based pedagogy. Students engage in sustained independent reading and participate in hands-on, real-world experiences such as science labs and expositions. MHCS will provide both targeted interventions and heterogeneous group experiences. Targeted interventions ensure that students acquire the skills they need to succeed. A strong literacy program sets the foundation for students to access knowledge in all subjects. For students struggling in reading and writing we will offer a research based and field tested intervention such as Read 180 which uses computer technology to match students’ areas of need with appropriately leveled materials and exercises. At MHCS, all learning activities and assessments are based on New York State, Common Core and International Baccalaureate Standards which will be used to evaluate student performance.

Special Needs Students

Mott Hall Charter School will ensure that English Language Learners (ELL) and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive. Our goal will be to mainstream these students into the most challenging and least restrictive classes possible. We will ensure that students receive all necessary accommodations to enable them to meet State standards. The MHCS Special Education teacher will work closely with regular education teachers to help them understand the needs of students with IEPs and help implement the best teaching practices. MHCS will provide English Language Learners with the support they need to ensure they excel. Students that require additional English language instruction will receive additional ELL instruction during the MHCS Saturday program. Our ELL instructional model will be the Sheltered Instruction Observation Protocol (SIOP) model, which pairs language objectives with learning objectives, in which all MHCS teachers will receive training.

A. CURRICULUM AND INSTRUCTION

Because the Mott Hall Charter School will apply for International Baccalaureate certification as a Middle Years Programme, we have used the Middle Years Programme as a conceptual framework for the MHCS curriculum. Using this conceptual framework, teachers will develop curriculum using Understanding By Design as their primary curriculum development methodology aligned to New York State Learning Standards and the Common Core Standards. In summer planning and during common

¹ The Mott Hall Charter School Prospectus is incorporated into this application

² Upon Charter authorization, MHCS will begin the process for becoming an accredited International Baccalaureate Middle Years Programme, AVID, and Sanctuary program school.

³ See Inside Schools (<http://insideschools.org/index12.php?fso=159&all=y>)

planning time sessions faculty engages in guided curriculum planning and development to ensure horizontal and vertical integration and standards alignment.

Mott Hall Charter School Subject Descriptions

The Arts (The arts subject group of the curriculum encompasses visual arts and performing arts.)

From the earliest times, artistic expression has been common to all cultures as human beings make statements through a variety of non-verbal forms and create objects which have aesthetic value. Beyond the barrier of languages, the discovery of the cultural values of civilizations through their artistic production is one of the best ways to promote international understanding.

The coursework brings students into contact with art forms and aesthetic values of other cultures as well as their own, and helps to develop connections between ideas and art. Students are encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression. In addition to developing the student's own imagination and skills, the program seeks to acquaint young people with works of art of enduring importance.

6 th Grade Music	
Scaffolded throughout the year	Music Creation and Performance
	Musical Interpretation and Response
	Musical History
7 th Grade Music	
Scaffolded throughout the year	Music Creation and Performance
	Musical Interpretation and Response
	Musical History
8 th Grade Music	
Scaffolded throughout the year	Music Creation and Performance
	Musical Interpretation and Response
	Musical History

Humanities (History)

Humanities consists of both geography and history. The study of geography is intended to lead students from an understanding of the immediate environment to an appreciation of geography at regional, national and global levels. Through the use of a body of major geographical concepts relating to orientation, geographical position, spatial representation, development, and environment, the student acquires the ability to analyze, classify, explain and record spatial phenomena with increasing sophistication at each level.

The study of history demands a truly international approach. It addresses a variety of cultures and times, and stresses their increasing interaction in our modern world. History within an international curriculum stresses the ability to analyze evidence, to use historical sources in a critical way, to detect bias, and to argue empathetically. Beyond factual knowledge, students are encouraged to develop the capacity to think and write historically and to enjoy and value the past as a means by which to understand and appreciate the present.

6 th grade History	
Sep-Oct	Geography and Early Peoples of the Eastern Hemisphere
Nov-Dec	Critical look at the people of the Middle East, Sumer, Mesopotamia
Jan and Feb	Case Study of an Ancient Kingdom of Africa (Kush, Nubian, Ghana, Ashanti, Benin, Mali , Egypt)
March-April	Study of the Ancient Cultures of Asia (China, India, Korea, Japan)
May-June	Study of the Ancient Cultures of Europe (Celts, Franks, Saxons, Romans, Greeks)
7 th Grade History	
Sep-Oct	What is the impact of exploration?
Nov-Dec	How did rebellion begin in the colonies?
Jan-Feb	Why did the nation grow (looking at the causes and effects)

Mar-April	How does the United States respond to Independence?
May-June	How does the issue of money influence war
8 th Grade History	
Sep-Oct	How does Industrialization and Immigration change America?
Nov-Dec	How do the people of America affect change and reform?
Jan-Feb	How do the US and the world get along?
Mar-April	How does the world respond to economic crisis?
May-June	What are the causes and effects of World War Two?

Language A (English)

Language is the basic tool of communication in that it enables one to understand and to be understood, and to establish one's own identity. Language is also the avenue by which one gains access to literature and the cultural treasures of civilization. Language A is defined as the student's best language. It is typically but not necessarily the language of instruction in the school, and is fundamental to the curriculum as it crosses the boundaries of the traditional disciplines.

6 th Grade ELA	
Sept	Reading for Meaning
October	Realistic Fiction
November	Nonfiction
December	Test Sophistication
Jan/Feb	Fantasy Book Clubs
March	Interpretive and Inferential Reading and Writing (Feature Article)
April	Social Issue Writing
May	Writing for the Content Area
June	Drama
7 th Grade ELA	
September	Reading for Meaning (personal essay)
October	Historical Fiction
November	Nonfiction (editorials)
December	Social Issues Writing and Speeches
Jan/Feb	Mystery Book Clubs
March	Interpretive and Inferential Reading and Writing
April	Test Sophistication
May	Writing for the Content Area
June	Drama
8 th Grade ELA	
Sept	Reading with a Critical Lens
October	Fiction
November	Non-Fiction
Dec/Jan	Poetry
Feb	Multi-genre Clubs
March	Interpretive and Inferential Reading and Writing
April	Test Sophistication
May	Writing for the Content Area
June	Drama

Language B (Spanish)

Language B, an additional modern language, similarly plays a dual role. It is the means by which one communicates with another and the gateway to understanding another culture. The teaching and learning of a modern language in addition to one's own, is a compulsory aspect of MHCS in every year of our program.

6 th Grade Spanish	
Sept-Nov	Beginning the Language
Dec-Jan	Developing the Language
Mar-Apr	Growing the Language
May-Jun	Telling a Story
7 th Grade Spanish	
Sep-Nov	Reading and speaking in the language and creating a personal narrative
Dec-Feb	Realistic Fiction
Mar and Apr	Non-fiction
May and June	Multi-genre stories
8 th Grade Spanish	
Sep-Nov	Memoir and interpretation
Dec-Feb	Historical fiction and character study
Mar-Apr	Book and writing clubs
May-Jun	Social issues

Math

MYP mathematics sets out to give students an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications. MYP mathematics promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought. Students learn to understand and discuss the international nature of mathematics.

MHCS will develop schemes of work according to a framework that includes five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics. Aims and objectives include understanding mathematical reasoning and processes, the ability to apply mathematics and to evaluate the significance of the results, the ability to develop flexible strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition. Regents Algebra will be offered to students in 8th grade who are able to handle the requirements of this course.

6 th Grade Math	
Sept-Oct	Beginning in numbers and applying them to real world concepts
Nov and Dec	Numbers: orders and structures
Jan	Decimals
Feb and Mar	Fractions, percentages and probability
April	Patterns and Algebra
May	Geometry
June	Measurement: length and time
7 th Grade Math	
Sept-Oct	Working mathematically
Nov and Dec	Percentages and ratios
Jan and Feb	Algebra
Mar and Apr	Geometry and graphs
May	Patterns and Algebra
June	Statistics and probability
8 th Grade Math	
Sept and Oct	Basic number skills
Nov and Dec	Working Mathematically
Jan and Feb	Algebra
Mar and Apr	Geometry and Graphs
May	Patterns and Algebra
June	Statistics and Probability

Physical Education

Physical education has a unique and significant contribution to make, since its aim is to facilitate physical, intellectual, emotional and social development. MHCS intends to cultivate a healthy and active lifestyle for students and consequently advocates activities, which are not only enjoyable, but also contribute to healthy living.

6 th Grade Physical Education	
Scaffolded throughout the year	Motor and Manipulative Skills
	Teamwork and Leadership
	Physical Safety
	Sportsmanship
	Personal Fitness
7 th Grade Physical Education	
Scaffolded throughout the year	Motor and Manipulative Skills
	Teamwork and Leadership
	Physical Safety
	Sportsmanship
	Personal Fitness
8 th Grade Physical Education	
Scaffolded throughout the year	Motor and Manipulative Skills
	Teamwork and Leadership
	Physical Safety
	Sportsmanship
	Personal Fitness

Science

The study of science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out strategies to test them, and evaluate results constitutes the framework within which specific content is presented. Among other skills, students are expected to use basic laboratory equipment safely and efficiently, to measure and make sensible estimates, and to classify things logically.

Within MHCS sciences are the traditional subjects of biology, chemistry and physics, as well as topics, concepts and issues from other branches of science, such as earth and health sciences. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills.

6 th Grade Science	
Sept-Oct	Energy and machines: impact on our lives
Nov-Dec	How do matter and energy interact to produce weather patterns?
Jan-Feb	How does the transfer of matter and energy through biological communities support diversity of living things?
March-June	How is interdependence essential in maintaining life on Earth?
7 th Grade Science	
Sept-Oct	How do we as scientists gather and interpret evidence that Earth is continually changing
Nov-Dec	How do properties and interactions of matter and energy explain physical and chemical change
Jan-March	How do human body systems function to maintain homeostasis?
April-June	How is Homeostasis maintained in other organisms?
8 th grade Science	
Sept-Oct	How does life on Earth continue and adapt in response to environmental change?
Nov and Dec	How do we apply the laws of motion to explain the movement of objects on Earth?
Jan and Feb	What roles do forces play in the patterns and stability of the solar system?

March-May	How does human consumption of resources impact the environment ad our health?
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Technology

Technology at MHCS aims at establishing technological literacy and know-how. Students determine practical solutions to given tasks by following the design cycle of investigation, planning, creation and evaluation.

This subject area offers great potential for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data. At the same time, it fosters awareness of the social and ethical implications of technological development.

6 th Grade Technology	
Sep-Oct	The History of Technology
Nov-Dec	Types of Technology
Jan-Feb	Investigating the Properties of the Computer
Mar-Apr	Using Technology to Solve Problems
May-Jun	Technology and Society
7 th Grade Technology	
Sep-Oct	Getting To Know Technology
Nov-Dec	Understanding Technological Resources
Jan-Feb	Selecting Technological Resources
Mar-Apr	Using Technology to Solve Problems
May-Jun	Technology and Society
8 th Grade Technology	
Sep-Oct	Applying Technology to our Future
Nov-Dec	Communicating Through Technology
Jan-Feb	Inventing with Technology
Mar-Apr	Selecting Technological Resources
May-Jun	Using Technology to Solve Problems

AVID/Advisory

All MHCS students follow a 3-year course in life skills. This course covers social, personal and practical skills and topics related particularly to young adults and adaptation to secondary school including organization, homework, time management, study skills, friendship, drug abuse and other health related issues.

6 th Grade AVID	
Week 1	Introduce AVID Binder Unit 2 (SS), Unit 1 (OSB)
Week 1-36	Team Building Unit 6 (SS) Classroom Interaction Unit 5 (SS)
Week 2	Introduce Cornell Notes Unit 3 (SS), Unit 2 (OSB) Introduce Learning Logs Unit 4 (SS), Unit 2 (OSB) Introduce Tutorials Unit 8 (SS)
Week 3-4	Self Awareness Units 5,6, and 10 (SS), Unit 1 (CC) Various Writing Units Unit 1–8 (MLWC)
Week 3-36	Test Taking Unit 13 (SS)
Week 5-6	Time Management Unit 7 (SS)
Week 7	Goal Setting Unit 9 (SS)
Week 8-36	Public Speaking Unit 14 (SS) Oral Language Unit (MLWC)
Week 9	Week 9 Introduce Six-year Plan Unit 1 (CC)
7 th Grade AVID	
Week 1	Introduce/Review AVID Binder Unit 2 (SS), Unit 1 (OSB)
Week 1-36	Team Building Unit 6 (SS) Classroom Interaction Unit 5 (SS)
Week 2	Introduce/Review Cornell Notes Unit 3 (SS), Unit 2 (OSB)

	Introduce/Review Learning Logs Unit 4 (SS), Unit 2 (OSB) Introduce/Review Tutorials Unit 8 (SS)
Week 3-36	Self Awareness Units 5, 6, and 10 (SS), Unit 1 (CC) Various Writing Units 1–8 (MLWC)
Week 3-36	Test Taking Unit 13 (SS)
Week 5-6	Time Management Unit 7 (SS)
Week 7	Goal Setting Unit 9 (SS)
Week 8-36	Philosophical Chairs Unit 14 (SS), Unit 12 (MLWC)
Week 9	Introduce/Continue Six-year Plan Unit 1 (CC)
8th Grade AVID	
Week 1	Review AVID Binder Unit 2 (SS), Unit 1 (OSB)
Week 1-36	Team Building Unit 6 (SS)
Week 2	Review Cornell Notes Unit 3 (SS), Unit 2 (OSB) Review Learning Logs Unit 4 (SS), Unit 2 (OSB) Review Tutorials Unit 8 (SS)
Week 3-4	Self Awareness Units 5, 6, and 10 (SS), Unit 2 (CC) Various Writing Units 1–8 (MLWC)
Week 3-36	Test Taking Unit 13 (SS)
Week 5-6	Time Management Unit 7 (SS)
Week 7	Goal Setting Unit 9 (SS)
Week 8-36	Philosophical Chairs/Socratic Seminar Unit 14 (SS), Unit 12 (MLWC)
Week 9	Continue Six-year Plan Unit 1 (CC)

Instructional Methods and Philosophy

Mott Hall Charter School bases its instructional methods and philosophy on what has been shown to be most effective in middle schools. Middle school students require engaging, authentic work in a caring, structured classroom environment. We will achieve this through using constructivist principles within a workshop environment that will require students to work in teams on authentic tasks.

Middle schools have often failed because they have not understood the unique developmental needs of the middle school child. Middle schools have expected students to be ready to engage in high school style departmentalized instruction. The fact is that middle school students are extremely social and energetic. MHCS seeks to harness the tremendous social energy of our students instead of working to stifle it. Communication and collaborative work will be intrinsic parts of all classes at MHCS. The workshop model of instruction ensures that students construct their own knowledge within a social context instead of passively receiving it from the teacher.

The workshop model, as envisioned at MHCS, is modeled on how authentic work is done in the disciplines students study. Throughout their courses, students will learn the values, habits and conventions within the disciplines. For example, “real” scientists study natural phenomena and other scientists’ work, then formulate questions of their own and design experiments in an attempt to answer their questions. The Science workshop mimics this cycle as students explore science topics, research those topics and then explore their own questions. In Math class students will be presented with a daily real-life problem and be challenged to find a solution. They will collaborate with each other and an expert (the teacher) to find the most effective and efficient solution. The teacher will guide them toward standardizing their methods (mathematical, graphic and algebraic notation).

Daily instruction in the workshop will consist of three basic parts: direct instruction; independent or small-group work; and sharing of work with peers. Within this daily structure, students will have choice in what they study, how they study it and how they present their learning. In this way students are not only more invested in their work, but they learn about themselves and their own work habits. Their peers become a real audience for whom they share their learning: not just the teacher and the grade book. The teacher serves as an expert in the subject matter, an advisor and coach—not simply the source of information and evaluator. Our coaching for MHCS teachers parallels the supports provided to students. See Attachment 4 for a more detailed description of the workshop model.

One of the pitfalls of running an authentic workshop is the assumption that all students come in prepared to engage in authentic work. The fact is that students come to school with vastly varying skill levels which can go unaddressed if not specifically assessed and targeted. MHCS will ensure students have the basic literacy and math skills they need in order to engage in authentic tasks. This will be achieved through rigorous assessment of skills and targeted instruction in areas of need especially in the sixth grade when they come to the school. The school’s extended school day will ensure there is time for targeted skills-remediation.

Special Populations

Mott Hall Charter School will ensure that English Language Learners (ELL) and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive. We will mainstream these students into the most challenging and least restrictive classes possible. We will ensure that students receive all necessary accommodations and supports to enable them to meet New York State standards. The Special Education teacher and Social Worker will work closely with teachers to help them understand the needs of the students with IEPs and help implement the best teaching practices. MHCS will provide English Language Learners with the support they need to ensure they excel.

MHCS will ensure that all students receive a free and appropriate education (FAPE) in the least restrictive environment (LRE) possible. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. MHCS will not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

MHCS is committed to educating all of its students. We actively seek to improve our knowledge regarding special needs students in order to provide the best education for diverse learners. In support of this commitment, every staff person will receive professional development in Sanctuary, a training program based on the work of Dr. Sandra Bloom that equips teams of educators with new knowledge, skills, and strategies to make sound decisions about struggling learners, especially those requiring special education services. The Principal, the social worker and the Special Education teacher will make up the Student Support Team which works collectively to make instructional and behavioral decisions to best support Special Education and ELL students. The Student Support Team will meet weekly. The Principal will observe students and student work and assess the level of participation and academic performance. That information is brought to weekly grade team meetings and discussed with other data from assessments.

Sample Exit Standards for Mott Hall Charter School

Students will demonstrate mastery of grade exit standards at the end of units and at the close of the school year through a variety of assessment formats that ensure the needs of diverse learners are met. Students will be required to take summative written exams as well as complete group projects, oral and visual presentations, portfolios, and longer written assignments, among other performance tasks. The performance tasks will be carefully selected and customized according to the content of the unit and skills being assessed, as well as to the diverse learning styles of the student population.

Subject	Example Content Area	Grade 6 Exit Standard	Grade 8 Exit Standard
Math	Probability	Students will use techniques such as estimation and probability to illustrate that mathematics involves more than exactness when dealing with everyday situations. (adapted from MST 5.6)	Students will use a variety of techniques such as probability and statistics to illustrate that mathematics involves a combination of precision as well as more qualitative skill sets when dealing with everyday situations. (adapted from MST 5.6)
Math	Patterns	Students will recognize and describe	Students will work individually and

		a wide range of patterns and functions and understand the role that they play in constructing generalizations about larger topics in math. (adapted from MST 5.7)	collaboratively to construct generalizations that describe patterns and functions in algebra and geometry simply and efficiently. (adapted from MST 5.7)
ELA	Reading and Listening	Students will identify varying levels of meaning and significant literary elements to understand and interpret literary texts. (adapted from ELA 2.1)	Students will read through a critical lens to analyze and deconstruct varying levels of meaning, identify genre and significant literary elements and their purpose, and use this information to evaluate and critique literature. (adapted from ELA 2.1)
ELA	Speaking and Writing	Students will develop arguments with effective use of details and evidence to write effectively about important social issues. (adapted from ELA 3.2)	Students will present relevant and effective evidence, coherent analyses of evidence, and carefully selected and properly referenced quotes and examples to develop and support nuanced arguments about important topics. (adapted from ELA 3.2)

Professional Development at Mott Hall Charter School

The following professional development plan has been designed to support the effective implementation of Mott Hall’s curriculum and the continued growth and development of all faculty members.

Quarterly Reviews/Observations: Each quarter all teachers will be reviewed by the Principal. This evaluation will be grounded in the observation process, but will encompass all aspects of the teacher’s job responsibilities. Feedback will be directive.

Informal Observations: Teachers will be observed daily and receive written feedback on a regular basis. The Principal will conduct short informal observations after which he/she will provide the teacher directive feedback within 24 hours.

Content Teams: At capacity, these teams will provide opportunities for subject teachers to align instruction, assessments, and curriculum vertically. These teams will play a much larger role as the school develops. Each content area will have a teacher leader.

Monthly Sharing Meetings: One day each month after school all staff will participate in a share out meeting. Share out meetings build community and provide faculty with an opportunity to share their successes and keep up to date on new initiatives and up and coming events.

Critical Friends Groups (CFGs): All teachers at MHCS will be provided the training and support to sustain ongoing Critical Friends Groups. Each group will meet twice a month. CFGs will be expected to use appropriate protocols for problem solving, looking at student work, reviewing curriculum, text discussion etc. The protocol to be used will be decided by the group itself. The purpose of the CFG is to help teachers develop the ability to drive their own learning and solve problems with the help of colleagues in a non-supervisory capacity.

Daily Check-Ins: Each morning before the arrival of students, MHCS faculty and support staff will meet briefly to “check-in” on the day’s activities. Participants will stand in a circle, and all are expected to speak. The purpose of the check-in is to provide a forum for faculty and support staff to hear and talk about the day-to-day happenings at the school.

Weekly Grade Level Meetings: Grade teams will meet weekly for 1.5 hours. These meetings will all be driven by the academic needs of individual or needs-based cohorts of students. Meetings will follow

specific protocols for looking at student work, identifying problems and developing instructional strategies to address these problems. Each meeting will begin with a debriefing of the effectiveness of the previous meeting's decisions, identified instructional strategies and the impact of these strategies on classroom instruction. The meetings will focus on all students in MHCS including special needs students and English language learners.

Weekly PD Teams: Each week teachers will meet for 1.5 hours after school for specific strands of training. Teacher needs will be identified through structured conversations in which teachers and school leaders agree on specific areas of need. While the determination of area of need is a collaborative one, the nature of these workshops is instructive. Initially, these workshops will be facilitated by leadership. By year three workshops will be facilitated by experienced teachers. Each strand will explicitly align with the International Baccalaureate, AVID, and Sanctuary programs. All workshops will follow a pre-determined format and will be facilitated by at least two staff members so that ownership of the work is shared and consistent over time.

Grade Team Leader Conversations: All MHCS teachers will be assigned a Grade Team Leader (GTL). The GTL will meet weekly with teachers during their prep periods. All teachers are expected to engage in structured conversations about their practice with the GTL assigned for that grade. These conversations will then inform the work of the teacher. Each conversation is recorded in logs which are reviewed by the Principal each week. Feedback provided to the teacher by the GTL will be incorporated into subsequent lesson planning and teaching. The following conversations are expected:

Scope and Sequence	At the beginning of the year each teacher reviews his/her scope and sequence with their GTL. The GTL is looking for a clear articulation of standards, strong units of study, assessments and specific ways to address Special Education and ELL students.
Standards	Teachers discuss their units of study and grade book with their GTL. This conversation is designed to ensure a clear articulation of standards and how they are addressed through various assignments. The GTL is looking for alignment between standards, assignments, and assessments.
Units of Study	At the beginning and end of each unit of study teachers are expected to discuss their work with their GTL. The first conversation is designed to assess the extent to which a unit meets MHCS's expectations. The second discussion is designed as a reflection on the unit and leads to revisions as necessary.
Assessment Review	Teachers review Periodic Assessments with the GTL. Assessments are reviewed against articulated expectations for what makes a good assessment. Assessments are then revised based on the feedback from the GTL.
Data	The purpose of this conversation is to determine the strengths and weaknesses of students in a particular class. Using spreadsheets and other tools teachers are expected to determine areas of need.
Remediation	Once the data has been gathered and the teacher has a sense of what is working and what is not, the GTL and the teacher meet to discuss possible ways to improve student achievement through classroom remediation.

Retreats: Each year MHCS will have two 3-day retreats. One retreat will take place in August and will serve as a kickoff retreat. The second retreat will take place the following June and will serve as a reflection retreat that will guide the creation of the coming year's strategic plan.

Annual Conferences: Throughout the course of the year teachers will attend conferences providing training in the International Baccalaureate Program, AVID, and Sanctuary

MHCS Summer Institute: The annual three-week MHCS Summer Institute consists of four professional development strands: the Sanctuary Institute, the AVID Summer Institute, International Baccalaureate Training and On-Site Induction.

The Sanctuary Institute (5 Days)

- Focuses on creating a healthy, total relational environment – a parallel process of recovery.
- Active process of breaking down institutional, social, professional, and communication barriers that isolate administrators, staff, family members and students from each other
- Learning new ways to relate as interdependent community members, creating and modeling healthy and supportive relationships between individuals and developing an atmosphere of hope and nonviolence.
- Development of Sanctuary Core Team, Structured Implementation Guide

The AVID Summer Institute (4 Days)

- AVID's intensive professional development models the AVID classroom and AVID methodologies - writing, inquiry, collaboration, and reading (WICR). This training is for new AVID academic elective classroom teachers and coordinators who teach the AVID academic elective curriculum and may also coordinate the program components at their site. Strands focus on the academic, organizational and leadership skills needed to effectively advocate for AVID students and implement AVID program components

IB Training (3 Days)

- Level 1: the Application & Authorization Workshop is a three-day workshop that provides training and assistance for schools that have decided to apply for IB authorization.
- Level 2: Experienced IB teachers workshop is a three-day workshop for teachers who have completed Level 1 training and/or who teach in schools that have begun to implement the IB program.
- Level 3: Level 3 workshops either focus on Moderation/Monitoring of Assessment for each specific subject area or present strategies for continued program development in topics of general interest such as: Areas of Interaction, Personal Project, Middle Years Programme & Diploma Programme compatibility, International Mindedness, The Learner Profile, Special Education, or Second Language Learners.

On-Site MHCS induction (3 Days)

In order to better articulate the school's mission, vision, programs and goals all members of the faculty (new and returning) will participate in three-day training designed to inform and reinforce "what we stand for and who we are."

B. SCHOOL CALENDAR AND DAILY SCHEDULE

Students will take hour long classes each day. On Wednesdays, the school will run on an abbreviated class schedule in the morning (40 minute classes) and go to Physical Education in the afternoon. Students will take hour-long classes with extended time for ELA and mathematics twice a week. We will contract with a company such as Wingspan to provide our Physical Education program allowing all teachers to be freed up at the same time for Grade Team Meetings. After school programming will include targeted remediation interventions such as *Read 180* as well as enrichment activities.

Mott Hall Charter School's year long schedule for students will mirror the NYC DOE calendar in terms of start date, holidays and vacations. However, whereas the DOE calendar runs approximately 180 days, MHCS's instructional year will be extended by an additional 28 days through 20 days of Saturday Academy and eight extra days during the summer. In addition, Mott Hall Charter School will make every effort to ensure that all students are engaged in meaningful enrichment programming during summer vacation. Teachers will be required to work a longer school year as well. In addition to the 8 additional instructional days, they will be required to report to work on August 1st for the MHCS Summer Institute, staff retreat, as well as attend professional development several weekends throughout the year.

See Attachments 1 and 2 for sample teacher schedules and a sample calendar for the 2011 – 2012 school year.

C. TARGET POPULATION

Mott Hall Charter School Anticipated Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
6th	110	110	110	110	110
7th		105	105	105	105
8th			100	100	100
Total	110	215	315	315	315

Mott Hall Charter School proposes to be sited in either Community School District 8 or 9, both high needs districts in New York City. Replications knows both these districts well having started and supported schools in both CSD 8 (Mott Hall Community School) and 9 (KAPPA Middle School, Mott Hall II, Mott Hall Bronx High School, Mott Hall Science and Technology Academy, and Frederick Douglas Academy III). CSD 8 includes the Castle Hill, Hunts Point, Throgs Neck and Soundview sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 5,000 middle school students. 14.6% of students in the district are designated special education. ELL students account for 12% of all school age children in CSD 8, the majority of whom are native Spanish speakers.

CSD 8 has a demonstrated need for quality middle school choices. Last year only 58.5% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 67.8% met proficiency on the NY State math exam. These scores remain lower than the city averages of 66.8% and 76.4% respectively. This community has a 30% poverty rate - much higher than the national average of 9.2%. Approximately 85% of students in CSD 8 receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited in CSD 8. There are currently 6 charter schools serving CSD 8 – only 4 that serve middle school students. Last year almost 1,000 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Community school district 9 includes the Grand Concourse, Morissania, Tremont and Crotona Park sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 6,000 middle school students. 12.65% of students in the district are designated special education. ELL students account for 24% of all school age children in CSD 9, the majority of whom are native Spanish speakers.

CSD 9 has a demonstrated need for quality middle school choices. Last year only 49.7% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 64.4% met proficiency on the NY State math exam. These scores remain well below the city averages of 66.8% and 76.4% respectively. This community has a 42.1% poverty rate - significantly higher than the national average of 9.2%. Approximately 90% of students in CSD 9 are eligible to receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited. There are currently 6 charter schools serving CSD 9 – only 1 that serves middle school students. Last year almost 2,200 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Mott Hall middle schools have a proven track record of success with students from these districts as well as districts with nearly identical neighborhood demographics and are extremely popular with feeder elementary schools, parents and students in these districts.

D. ASSESSMENT

When students first enter Mott hall Charter School they will be thoroughly assessed to identify academic deficiencies. In conjunction with students' most recent state test results, MHCS will use its own baseline assessments to ascertain students' content knowledge and academic vocabulary. Their reading and math levels will be assessed using the Acuity diagnostic assessment.

In addition to entrance assessments, the school will constantly use data to identify students who are not making adequate progress. Sources of data are the school-designed periodic assessments, grades

and anecdotal data. There will be periodic, formal reviews of data to watch for these at-risk students. When they are identified, appropriate supports will be given.

At MHCS assessment is inseparable from curriculum and instruction. Teachers must assess what students already know and can do before beginning instruction and ensure skills and content have been internalized as they are being taught and after the lesson or unit has been completed. At MHCS, every lesson is designed with a formative assessment component. Summative assessments are major tools for not only monitoring and ensuring student progress, but for school improvement as well. The creation, analysis and revision of summative assessments are components of MHCS teachers' professional development and an invaluable way to open conversations with teachers around assessment, instruction, and student needs. This teacher-created in-class assessment will be supplemented with Acuity, McGraw-Hill's reading and mathematics assessments administered quarterly in each of the grades. Acuity is a comprehensive tool that includes Predictive, Instructionally Targeted, and Item Bank Assessments and allows for targeted differentiated instruction for students based on their specific areas of weakness. These tools are user-friendly and the data is teacher-friendly and easy to interpret.

At MHCS the creation, administration and analysis of data from periodic assessments will form a cycle. The first step in the cycle is the creation of the assessments. This step involves several inputs and provides myriad benefits. The first assessment of the year is a baseline assessment. The creation of this assessment is an excellent way for teachers to engage with the year's standards as they determine answers to the following questions:

- 1) What should my students know before they can start learning what they need to learn this year?
- 2) What skills will they need if they are going to be able to learn the skills that they need to learn this year?

These questions force meaningful engagement with the grade-level standards and performance indicators. This is also the time when teachers engage with summative assessments from the previous year—something that is known to be good practice, but often neglected. As teachers plan their baseline assessments, they will look at what the students were tested on the previous year and the manner in which they were assessed (on both internal and NYS assessments). This will familiarize them with the content from the previous year and assessment techniques. Once the baseline test has been administered, they will look at the testing data in order to predict areas of strength and weakness and target assessment to further probe these findings. If a teacher is working from a pre-existing baseline that she or a colleague created previously, then the emphasis is on revising the assessment in light of the assessment data from the most recent assessments.

At MHCS teacher designed assessments are created and revised in teams. Within a grade, all subject area teachers need data on their students' reading, math and writing skills. Across grades within a discipline, teachers share assessment strategies, formats and data collection tools. In this way students will not be subjected to repetitive assessments and important conversations will be facilitated allowing collaboration and sharing of practice among teachers. While "aligning curriculum" gets a lot of lip service, it is difficult to do. But in this context alignment becomes very concrete and the process offers a regular place to negotiate alignment both vertically and horizontally. Just as in the classroom—routines create a context within which growth can be achieved.

Assessment Data

After the assessments are administered teachers again assemble in teams to analyze their findings. The upcoming curriculum is adjusted to allow for assessed strengths and weaknesses. The teams plan to assess areas of weakness again after re-teaching or remediation. Curriculum can be accelerated when students already have the knowledge or skills they would have been taught during the unit. This process of data analysis also serves the important function of showing the need for differentiated instruction. This is often an area of difficulty for many teachers, but working in a team helps to lower anxiety and increase capacity. This is also a tremendous opportunity for sharing of effective practice, e.g. "Johnny really learns a lot in my class when I use a lot of pictures in my teaching." "Nina really flourishes when she's working on a project in a team." "Have you tried having him work with a partner who can read the questions to him?"

These meetings will also be the place where struggling students are identified and targeted for support. The teacher teams will know the baseline expectations: that they are responsible for students meeting the standards for the grade. In addition, they are expected to ensure that all students' scores on the state test increase and that all students not meeting standards move faster than the rest of the population toward meeting the standards. In the initial data analysis process (and in conjunction with the previous year's data) teams will collaborate with the principal to set specific goals for the grade, their subject-areas and specific students in need of remediation. Students at risk of not meeting standards will be discussed in more depth and the team will create individualized action plans for each of them. The Principal will ensure that the grade teams have the appropriate support in terms of personnel and materials they need in order to carry out these plans. These struggling students will have additional formative data collected and monitored between summative assessments in order to ensure interventions and remediation is helping. In addition, Acuity provides individualized remediation and additional assessments for struggling students. These resources will be used in developing the students' individualized action plans.

Later, summative assessments are created or revised in line with the curriculum and the previous assessment data. This process further opens teachers' practice to each other and leads to interdisciplinary connections and streamlining and improving assessment. If a science teacher is helping an ELA teacher revise a test, he or she may gain insight into the literacy skills that impact students' performance on the science assessment. A math teacher may decide to use examples from history after reviewing a social studies assessment. Furthermore, teachers discuss good assessment techniques and work to improve ineffective ones.

In addition to using Acuity's diagnostic assessment program, Mott Hall Charter School will develop its own assessments rather than relying completely on commercial or published assessments. While on its surface this appears to create more work, it has been shown that assessment is more effective when it's created collaboratively by teachers who teach at the same grade level or the same subject matter.⁴ Additionally, the more authentic or closely tied to work being done in the classroom assessment is the more effective it will be in helping teachers and students assess learning⁵. Assessment should take place when students are engaged in work which matters to them and interests them⁶. This is best gauged by the classroom teacher.

Because of the crucial role assessment plays in teaching, the creation, use and analysis of teacher-created assessments is a central part of teachers' professional development⁷. In helping teachers acquire the skills necessary to create and use effective assessment, we increase the professional knowledge in MHCS and help build and sustain a culture of professional rigor and excellence. Furthermore, professional development that takes place in the context of teachers' regular work has been shown to be more engaging and effective than professional development which is removed from their daily work⁸.

Promotion Requirements

Students at MHCS are expected to meet state standards in all subject areas at all levels. The state test is not the only measure of student learning. All assessments throughout the year are constantly measuring students' progress toward the standards. If students fail to meet state standards, they will be given appropriate additional support throughout the year. MHCS's ongoing cycle of data assessment will ensure this. Students who have not met all standards will be subjected to team review to determine whether or not they will pass to the next grade. This review will assess the following questions:

- Has the student made progress this year?

⁴ March, J.K., & Peters, K.H. (2002). Curriculum Development and Instructional Design in the Effective Schools Process. Phi Delta Kappan, January 2002, pp.379 – 381.

⁵ Johnson, N.J., & Scull, J. (1999). The Power of Professional Learning Teams: An Implementation Model. Improving Schools (UK), 2 (1)

⁶ Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

⁷ Black, P., & Wiliam, D. (1998a). Inside The Black Box: Raising Classroom Standards Through Classroom Assessment. Kappan Professional Journal.

⁸ Ibid.

- Will the student be able to function in the next grade?
- Does the student need to repeat the entire curriculum of the grade?

If the answer to the first two questions are “yes” and the final is “no”, the student will be promoted to the next grade. In addition, in order to graduate all students must complete the International Baccalaureate MYP Personal Project, a student initiated project which integrates IB areas of interaction and approaches to learning. Specifically, promotion and graduation requirements are as follows:

Promotional Criteria
1. Students must pass at least five of their seven classes.
2. Students must earn a score of 2, 3, or 4 on BOTH the NYS English Language Arts Exam & the NYS Mathematics Exam.
Graduation requirements
1. In addition to the above promotional criteria, students must earn a 2, 3, or 4 on BOTH the NYS 8 th grade Social Studies Exam & the NYS 8 th grade Science Exam.

E. SCHOOL CLIMATE AND DISCIPLINE

Children in Community School Districts 8 and 9 are among the most underserved and at-risk of academic failure in New York City. Children can only meet their learning potential within a context of safety and security. The level of chronic stress and trauma in the day to day lives of children within these districts greatly impacts their sense of safety and security and leads to disrupted or uneven child development. The result is often children who are distracted, hyper-aroused, and whose behavior often interferes with their own learning and the learning of others. Understanding the effects of chronic stress (poverty, oppression, etc.) and trauma (loss of family members, witnessing violence, family illness, etc.) in the lives of the students is essential in creating a school environment where children can become calm and focused and achieve their personal potential.

Mott Hall Charter School will create *Sanctuary* in the school as defined by Sandra Bloom in The Sanctuary Model. The goal of the Sanctuary Model is to provide a community free of all forms of violence including physical, emotional, and social and to create a community where all voices are heard, where all members must be held responsible for their behavior and the consequences of it. However, it also promotes responses to negative behavior that will provide the child with an alternative learning experience. The purpose of discipline within this model is not revenge or using the child to serve as an example to others, but rather to teach a lesson that the child needs to learn; responses that provide a corrective emotional experience. The entire MHCS staff will participate in intensive training in the *Creating Sanctuary in the School* curriculum. Parents and students will also be oriented to the model.

Within the context of the environment described above, MHCS will ensure that English Language Learners (ELL) and students with Individualized Educational Plans (IEPs) have the additional resources that they need to thrive. Our goal will be to mainstream these students into the most challenging and least restrictive classes possible. As students become more focused and secure within a reliable and consistent environment, it is expected that they will achieve at a higher level than they have previously demonstrated. MHCS will ensure that students receive all necessary accommodations to enable them to meet and exceed State standards. The MHCS Special Education teacher will work closely with the general education teachers to help them understand the specific learning styles and needs of the students with IEPs and help to implement best teaching practices for special needs students. MHCS will provide English Language Learners with the support they need to ensure they excel. When ELL students require additional English Language instruction, the school will take advantage of the Saturday program to provide additional ESL instruction. Our ELL instructional model will be the Sheltered Instructional Observation Protocol (SIOP) Model, which identifies language objectives alongside learning objectives, in which all MHCS teachers will receive training.

When students first enter MHCS they will be thoroughly assessed to ascertain those students with academic deficits. In conjunction with students’ most recent state test results, MHCS will use its own baseline assessments to assess students’ content knowledge and academic vocabulary. Their reading and math levels will be assessed using the Acuity diagnostic assessment.

In addition to entrance assessments, the school will constantly use data to identify students who are not making adequate progress. Sources of data are the school-designed periodic assessments, grades and anecdotal data. There will be periodic, formal reviews of data to watch for these at-risk students. When they are identified, appropriate supports will be given.

Students who are functioning below grade level will be given intensive instruction in areas in need of improvement. The school's extended school day will allow for extra instruction in addition to regular content area instruction. Students will receive instruction in small groups of 5-10 students and will be evaluated to make sure they are making progress.

MHCS will use Scholastic's *Read 180* program to provide intervention for struggling readers. This research-proven program is flexible, effective and engaging for students. Using the computer-based system allows for differentiation to perfectly match students' areas of need with appropriately leveled materials and exercises. A student who struggles with comprehension will not have to sit through decoding instruction that s/he does not need. Students will be given the time and opportunity to do what improves literacy skills the most: read materials that interest them at an appropriate reading level. A *Read 180*-trained teacher will facilitate the program and ensure students are making progress.

Math remediation will also focus on assessment and customized instruction and practice in areas of need. Students will be continually assessed and instruction will be targeted to areas of need. These additional supports will be provided in our extended day program.

MHCS anticipates having English Language Learners and students' whose first or dominant language is not English. The school intends to use the Sheltered Instructional Observation Protocol (SIOP) model in all subject-area classes. Many aspects of the Workshop Model and the SIOP model are complimentary. The Workshop Model ensures students are "doing," not passively receiving information from a teacher or a text. The Workshop daily structure will allow for the frontloading of vocabulary in addition to the creation and use of individual student glossaries. The Workshop Model also allows for ample time for students to communicate with each other using the vocabulary of the discipline and academic vocabulary as well. In a workshop, materials are differentiated to meet students' individual interests and reading levels. Because teachers are not tied to the front of the room delivering direct instruction, they are free to circulate around the room and provide extra support language learners need.

In addition to these academic needs, students often face challenges outside of school that impede their progress in school. MHCS will have a strong social work staff in addition to utilizing community based mental health services which will provide individual and group counseling in addition to being a resource for families in need of outside support.

Code of Conduct & Discipline Policy

Mott Hall Charter School will utilize the Sanctuary model to provide a community free of all types of violence including physical, social, moral and psychological violence and to create a community where all voices are heard and where all members must be held responsible for their behavior. Sanctuary also promotes responses to negative behavior that provide students with an alternative learning experience. The purpose of discipline within this model is not to punish, shame, or make an example out of a student, but rather to teach responses which provide a corrective emotional experience.

The following 7 Sanctuary Commitments and Values will serve as the foundation for MHCS approach to conduct and discipline:

- **Commitment to non-violence:** We value physical, psychological, social and moral safety and we are committed to teaching the development of safety skills.
- **Commitment to emotional intelligence:** Behaviors have meaning, hurt people hurt people. We teach the development of affect management skills.
- **Commitment to social learning:** We value questioning established authority, even our own. We teach the development of cognitive and problem solving skills.
- **Commitment to shared governance:** Might doesn't make right-we level the hierarchy and teach the development of social and political skills.
- **Commitment to open communication:** Everyone must have the power to speak their own truth. We teach skills to give words to feelings and resolve conflict.

- **Commitment to social responsibility:** We listen to the wisdom of the group. We teach healthy relationship skills.
- **Commitment to growth and change:** We create opportunities for change. We teach how to generate positive change and a better future.

MHCS is committed to creating a learning environment that is safe and affords all children an optimal place to learn. Through the utilization of SELF Reviews (Safety, Emotional Management, Loss, Future), an acronym that represents the four interactive key aspects of moving forward from bad experiences, we enable all members of the school community to communicate using a shared, non-technical and non-pejorative language.

In the SELF framework, the definition of safety encompasses four domains: physical, psychological, social and moral. Any behavior which results in a person feeling unsafe is addressed through SELF. A meeting is held where the issues are reviewed using the framework of SELF. The issue that led to a person feeling unsafe is addressed, the emotional management is reviewed (most problem behaviors stem from issues around appropriate emotional management). Loss is then recognized as failure to make progress, continued acting-out, reenactment behavior, etc. The future represents the objective, the hopeful vision of what the future can look like. During the SELF review, the child has the opportunity to understand his or her behavior and the effect it had on others and to think about why it happened and how to respond differently in the future. He or she is provided an opportunity to think about how to make the situation better for anybody who was hurt in the interaction or situation. It is an opportunity for learning. Children who struggle with affect management will be encouraged to participate in the development of a safety plan. A safety plan outlines the issue the child is struggling with and provides concrete options for the child to replace negative behaviors. The Safety Plan is shared with all staff interacting with the child and the child is encouraged to utilize their safety plan to replace unsafe behaviors.

While we strive to prevent misbehavior we understand that it will occur and therefore have developed a clear code of ethics and a discipline policy that will be utilized consistently. See below for MHCS's Code of Conduct.

Conduct Code

At Mott Hall Charter School students are expected to make appropriate decisions that will ensure success in all areas. Individuals are responsible for their own success and failure, which are determined by our daily choices. Please observe the following behavior and adhere to the more specific rules in the Student's Behavior Contract given to you at the start of the school year.

- Be polite to everyone and observe good manners.
- Be alert and attentive to learning opportunities.
- Be prepared for class by bringing all necessary books and material with you.
- Wear the school uniform proudly.
- Arrive on time and ready to learn.
- Move about the school in an orderly and respectful manner.
- Be considerate of the school, its classrooms and the school community by keeping our space clean, organized and quiet.
- Welcome visitors and show them why our school is a special place for learning.
- Be respectful of the other school communities that share our building. Students are not permitted on another school floor without the permission of a school authority and a pass.

MHCS will utilize a discipline policy that is adapted from the NYC DOE Discipline Code which provides coherent and highly structured range of appropriate disciplinary responses that can be used for each infraction.

Parent Outreach & Involvement: Mott Hall Charter School is committed to high levels of student, parent, and staff involvement in the shaping and on-going development of the school. We will ensure that students, parents and staff have a voice in the Mott Hall Charter school community in the following ways:

Board Participation: The Board of Trustees will reserve non-voting seats for a student, parent and teacher representative. These representatives will be elected by their peers and will help ensure that student, parent, and teachers perspectives are heard at the highest levels of MHCS management. In addition, students, parents, and staff are encouraged to attend public Board meetings to keep abreast of school management and oversight. MHCS will ensure that parents are informed of all Board meetings through postings in and around the school, as well as through email and postings on the school’s website.

Parent-Teacher Association (PTA): MHCS will establish an active Parent-Teacher Association providing parents and teachers an ongoing and consistent forum in which they can discuss and advocate for students. Through the PTA, MHCS will seek parent input through surveys and questionnaires and parents will be enlisted to support the school in various ways such as assist in classrooms, chaperoning school trips, leading after-school activities or volunteering as a production assistant for the school play.

Multiple Modes of Communication: For parents that cannot participate in the PTA, MHCS will conduct ongoing outreach to parents in multiple forms including telephone communication (to ask for specific assistance with an event, to notify them of their child’s absence from school or a behavior issue, or to share an accomplishment their child has made); written communication emailed, mailed or sent home directly with students available in both English and in the family’s home language (including student progress reports, a regularly distributed newsletter, and information about special events and activities); access to the school’s website, parent-teacher conferences in which translation will be available; and parent-student conferences. Also, Mott Hall Charter School will hold open houses for prospective parents and students, as well as orientations for new families.

Parent and student satisfaction with the culture of the school will be gauged through the New York City Department of Education’s Learning Environment Survey each year which asks for feedback in four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

II. ORGANIZATIONAL PLAN

A. GOVERNING BODY

The role of the Mott Hall Charter School board of trustees is to ensure the school’s success by providing academic, operational, fiscal, and legal oversight and support, holding the principal and school accountable for the achievement of its performance and outcome goals and overseeing the management support provided by the school’s CMO, Replications, Inc.

Board and Attributes and Recruitment

MHCS seeks to build a well-balanced and diverse Board, capable of leading the school towards academic excellence and sound operations. MHCS seeks potential board members who demonstrate:

- Deep commitment to the mission and vision of the school and improving public education opportunities for urban youth through rigorous academic programming and youth development activities
- Knowledge of and commitment to the local community
- Expertise in one or more areas of board responsibility (educational accountability and instructional expertise, financial oversight, school operations, governance, law, facilities, real estate, etc.) through their professional and academic experiences and volunteer work.
- Ability to leverage resources and in-kind support for MHCS

To date, the planning team has identified highly qualified candidates as founding members of the MHCS Board of Trustees. These candidates (resumes and Board questionnaires attached) have undergone a vetting process, which includes numerous interviews and meetings with the proposed school leader and planning team members to learn more about the roles and responsibilities of MHCS trustees and to determine authentic mission alignment. In continuing recruitment efforts, the planning team seeks to recruit additional founding members, particularly those with backgrounds in instruction, educational accountability, and community engagement. Members of the founding board include three Bronx principals (two from Mott Hall middle schools and one from a school which specialized in English

Language Learning), an education accountability expert, a Teaching English as a Second Language expert and Lehman College professor, the Executive Director of community arts and education partner Casita Maria, a school facilities expert, a VP of Leadership Diversity from Goldman Sachs, and the Director of Intergovernmental Affairs for Governor Patterson who grew up in CSD 8 and resides in the Bronx.

The MHCS Board will recruit members as needed through ongoing efforts led by the Nominating Committee. The Board will use their personal and professional connections and identify resources such as BoardAssist, if necessary, to identify appropriate candidates. The MHCS Board will also reserve non-voting seats for student, parent and/or teacher representatives.

Board Member Expertise

MHCS seeks to build a well-balanced and diverse Board, capable of leading the school towards academic excellence, sound operations, and whole child development. The chart below demonstrates areas of expertise of the proposed founding Board members.

Proposed Board Member	Leadership, Educational Accountability & Instruction	Fiscal & Operations Oversight	Youth Development	Facilities Planning & Management	Legal & Compliance	Community Engagement & Fundraising
Patrick Awosogba	✓	✓	✓	✓	✓	✓
Rajeev Bajaj	✓	✓		✓		
Brenda Bravo	✓	✓	✓	✓	✓	✓
Sarah Calderon	✓	✓	✓	✓		✓
Xenia Cox		✓		✓		
Margo DelliCarpini	✓					
Peter Oroszlany	✓	✓	✓	✓	✓	✓
Ramon Namnum	✓	✓	✓	✓	✓	✓
Natalie Thompson	✓	✓				✓
Marco Carrion						✓

Board Training

Founding members of the MHCS Board have received and reviewed comprehensive information regarding their responsibilities as trustees, including proposed by-laws, excerpts from the New York City Charter Center Governance Guidebook and other resources. Before the school is operational, founding board members will also attend an orientation led by the planning team, or an appropriate training provider identified by the planning team, where they will review the mission and vision of the school as well as the their responsibilities as trustees.

New members joining the MHCS Board when the school is operational will also receive informational materials and attend a minimum of one workshop or training as part of their orientation to the Board of Trustees. The Nominating Committee will work with the school leadership team and Replications to identify additional resources and opportunities for ongoing training for existing trustees. The Nominating Committee will also lead annual evaluations to ensure that the Board and Committees are high functioning and its members are meeting their responsibilities and remain committed to the MHCS mission and vision.

Data-driven Board Decision-Making

In the same fashion that instruction at Mott Hall Charter School will be driven by informal and formal assessment data, Board of Trustees management and operations oversight and decision-making will be informed and driven by data. Prior to each monthly Board of Trustee meeting, Board members will receive a packet prepared by Replications containing the following:

- An executive summary of the overall state of the school (i.e. fiscal, operations, facility, academic, youth development, etc.), summary of information in the packet, status of new programs or initiatives, key issues in need of Board decision-making or support.
- Minutes from the previous Board meeting
- Financial statements including income statement, balance sheet, and cash flow statement
- Essential Features of Great Schools rubrics allow the Board to track progress on the key academic, school culture, youth development, and operations priorities the school has committed to implementing.
- Student data including: (i.) enrollment and withdrawal details, (ii.) monthly student attendance, (iii.) discipline incidents, (iv.) the percentage of students on track for promotion, (v.) a breakdown of student proficiency in all subjects, and (vi.) the number of students receiving Special Education and/or English Language Learner supports.
- Staff data including: (i.) current staffing levels and vacancies, (ii.) monthly staff attendance, (iii.) retention figures and projected staffing needs, (iv.) twice yearly teacher impact on student performance based on fall and spring assessment results.
- Student outcome data: Replications will compile a summary of student outcome data three times a year, in conjunction with the school leader and school data specialist, once in the beginning of the school year, once at the end of the fall semester, and once at the end of the spring semester. The initial report will include a summary of student performance from the previous school year and will serve as a baseline for the upcoming year. The second and third reports will provide student performance and progress data based on informal and formal assessment administered during the fall and spring terms.

Using the above qualitative and quantitative data as well as other data it can request on an as needed basis, the Board of Trustees and its various committees will make sound management and oversight decisions and provide on-going support toward continuous school improvement.

Bylaws and Code of Ethics

See *attachment 3* for Mott Hall's Board Bylaws and *attachment 4* for Mott Hall's Code of Ethics.

B. FOUNDING GROUP COMPOSITION

The MHCS founding team is highly qualified to create and operate an excellent charter school. The team has extensive experience in school start-up, charter operations, middle school instruction, administration, youth development, student support services, and community engagement. Founding team members have founded, led, taught in and provided numerous student supports in New York City public schools. Individuals from the planning team will comprise the school leadership team as well as the Replications school support team providing consistency and alignment necessary to launch a successful new school.

David Tinagero is the current and founding principal of Mott Hall Bronx High School, a non selective, public school in the South Bronx. During his tenure, Mr. Tinagero has created numerous models for staff development and school-wide improvements that have been documented and visited by educators nationwide. Mr. Tinagero has experience in starting schools, as well as implementing school wide programs such as the International Baccalaureate Programme and AVID (Advancement via Individual Determination). Mr. Tinagero will be the principal of Mott Hall Charter School.

Kathryn Malloy has worked in public schools in New York City for over a decade and began her career as a corps member of Teach For America. Ms. Malloy was a member of the founding team of Mott Hall III, a successful middle school located in the South Bronx. Ms. Malloy currently serves as the Assistant Principal at Mott Hall Bronx High School and leads several teams including grade teams and learning teams. Ms. Malloy has extensive experience teaching across grade levels and subject areas and works well with both child and adult learners.

Sandra Rhodes, LCSW, will serve as the Social Worker of Mott Hall Charter School. Ms. Rhodes currently serves as the Social Worker of Mott Hall Bronx High School, and has over 15 years of experience in working with inner city youth and families. In her capacity as School Social Worker, Ms. Rhodes provides individual and group counseling to students, oversees the Service Learning Program (student internships in the community), provides support and behavioral interventions for classroom teachers and assists students in transferring to alternative programs where appropriate. Ms. Rhodes provides on-going staff training on the impacts of trauma on inner-city youth and trauma-associated behaviors. Ms. Rhodes serves as the Coordinator of Special Education Services for Mott Hall Bronx High School students and acts as District Representative for the school.

Bob Lesser is the Director of New School and Charter School Development at Replications, Inc, a non-profit which has created more than thirty new schools over the past ten years. Prior to this he was an Associate Director in the New York City Department of Education's Office of New Schools where he provided operations and facilities support for new schools. Mr. Lesser has a Master's Degree in Public Policy from Harvard University. He will oversee school start-up and the implementation of Replications school support to MHCS and is the lead applicant for Mott Hall Charter school. Mr. Lesser attended public schools in New York City including high school in the Bronx.

Syntosha Allen is the Director of Special Projects and Community Engagement at Replications, Inc and a NYC public middle school parent. Ms. Allen is responsible for outreach to community stakeholders including parents, community based organizations, and elected officials to garner support for Replications schools in general and Mott Hall Charter School specifically. In addition to meeting with numerous elected officials and community members, Ms. Allen has helped assemble the Replications Parent Advisory Council to advocate on behalf of Replications schools. Ms. Allen is a parent to two children in New York City public schools, one of whom graduated from Mott Hall II middle school this past spring and is attending the prestigious Hotchkiss School. Ms. Allen is a graduate of Columbia University.

Joshua Morales served as Director of Citywide Operations & Support Services for the New York City Department of Education Office of Charter Schools. In this capacity he supported a portfolio of 80 charter schools and was the primary engagement hub for over 30,000 parents, oversaw testing & assessment, as well as creating education policy for Special Needs students. Other duties included acting as fiscal conduit and managing a fiscal budget of \$320 million in assets. Since Mr. Morales' departure from the NYCDOE, he has co-launched an emerging Charter Management Organization (CMO), provided advisory services to emerging charter school operators. Mr. Morales is also an experienced charter school board member serving on the governing board of a charter school in Harlem, NYC.

John Elwell, Ed.D., is the Founder and President of Replications, a non-profit organization that has created more than thirty new schools over the past ten years and currently provides district level support to fourteen public schools in New York City. Dr. Elwell has over 40 years of experience in education as the Vice President for Education at Clearpool, Inc., Senior Fellow at the Center for Educational Innovation, Director of Alternative Schools in District 3, new school founder and leader, and NYC middle and high school teacher. In his capacity as Replications' chief fundraiser, Dr. Elwell has raised over \$10 million for new school development and support including grants from the Bill and Melinda Gates Foundation, the Tiger Foundation, Booth Ferris Foundation, the Skirball Foundation, and others. He will be responsible for raising additional monies to support MHCS.

Jeffrey Simes is a Partner at Goodwin Proctor, LLP where he has performed significant pro bono work in the area of education. Mr. Simes is a member of the Replications, Inc. Board of Directors and was formerly a public school teacher in Brooklyn. Mr. Simes has provided legal counsel in the drafting of the Institutional Partnership agreement and on other legal and compliance matters.

John Sullivan is the Vice President of School Support at Replications, Inc. and a former New York City English teacher, assistant principal, and founding principal of Mott Hall High School. Mr. Sullivan currently oversees the Replications Partnership Support Organization (PSO) which provides direct support to New York City public schools in the areas of academics and accountability, staff development, and youth development and works with the NYCDOE to ensure that schools' operations support needs

are met. The Replications PSO model serves as the foundation for the Replications CMO that will support MHCS.

See Attachment 5 for prospective founding group CVs, and Form 3 and 4 for completed Statement of Assurances and Request for Information from Prospective Charter Board Members.

C. MANAGEMENT AND OPERATION

The governance and management structure for Mott Hall Charter School is as follows:

- The Board of Trustees is ultimately responsible for the academic, fiscal, and regulatory oversight of Mott Hall Charter School. Board oversight consists of approval of all school policies and monitoring of policy implementation.
- Replications is the CMO which provides direct support and technical assistance at the school level and makes recommendations to the Board regarding school policies. Replications reports to and is evaluated by the Board of Trustees.
- The Principal reports to the Board of Trustees and is responsible for day-to-day management and implementation of all school functions including but not limited to education, financial management, human resource management, and compliance with all state and authorizer requirements.
- The Director of Operations, Lead Social Worker, and Dean of Students report to and are evaluated by the Principal.
- Teachers report to and are evaluated by the Principal.
- Operations staff report to and are evaluated by the Director of Operations.
- The social worker apprentice, high school adviser, special needs coordinator, and parent/community coordinator report to and are evaluated by the Lead Social Worker.

The management roles and accountabilities and desired attributes of key administrators at Mott Hall Charter School are as follows:

Principal

The Principal reports to the Board of Trustees, supervises the Director of Operations and the lead Social Worker and is responsible for the academic and operational success of the school. Key qualities for this position include:

- A relentless work ethic and commitment to urban education
- Demonstrated success in improving student outcomes,
- Expert knowledge of instruction and curriculum
- Experience with assessments, using data and technology
- Expertise in planning and implementation
- Expertise in staff development and mobilizing teams toward continuous improvement
- Experience in managing complexity

Administrators

The Principal will recruit and select the remaining members of the school leadership team including the Director of Operations, and the Social Worker. Each of these individuals will have a demonstrated track record of success in their respective fields. For the Director of Operations we look for individuals with strong operations backgrounds looking to create and oversee effective systems in a school organization; for our lead social worker, we seek a social worker who is familiar with the Sanctuary model and has worked with middle school aged children.

Governance and Staffing

- The **Board of Trustees** upholds the school's mission and vision, hires, sets compensation for staff, ensures effective organizational planning and resource allocation and monitors the school's programs and services according to terms articulated in the charter.
- The **Principal** manages the school's daily operation to ensure smooth, effective, mission aligned practices including but not limited to hiring staff, budgeting responsibly, garnering and managing

necessary resources and maintaining the safety of the students and culture of the school. The principal is the instructional leader of the school and is responsible for effectively implementing and managing instruction and curriculum design. The Principal directly supervises all teachers and instructional support staff.

- The **Director of Operations** oversees the day-to-day operations at the school and ensures effective implementation and maintenance of clear systems allowing teachers to focus on instruction of students.
- The **Lead Social Worker** is responsible for partnering with the PRINCIPAL around the implementation of the Sanctuary Model. She assists students in developing behaviors consistent with the school's core values. The Social Worker is also responsible for contact and feedback to parents for behavioral progress.
- The **Office Manager** plays a central role in ensuring an orderly and responsive school administration. In addition to maintaining the school's administrative systems, the Office Manager functions as the primary contact person for all school constituents. In this role, the Office Manager communicates with students, teachers, families, trustees, donors, and visitors.
- The **Office Assistant** facilitates the smooth operation of the office and gathers data essential for the school day by monitoring attendance practices and serving as an initial point of contact for those entering the school.
- The **Teachers** in the school are directly responsible for instruction and for providing feedback to parents on academic progress.

Governance and Staffing at Capacity

- **Grade Team Leaders (GTLs)** are teacher leaders that serve as coaches for all teachers on that grade level. These individuals facilitate structured data, assessment, curriculum, and instruction meetings with individual teachers. They also facilitate weekly grade level and/or content team meetings. Additionally, each GTL will coordinate an administrative aspect of the school. GTLs also provide input to the Principal on teacher reviews.
- **The Dean of Students** oversees all student life, student enrichment activities and programs, as well as student behavior/discipline issues.
- **Social Worker Apprentice** is a bachelor's level social worker charged with assisting in the implementation of the Sanctuary program. He or she will coordinate reports, facilitate student and staff groups and conduct regular meetings and professional development around Sanctuary.
- **The ELL/SPED Coordinator** adjusts curriculum and academic setting to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners and serves as the direct contact to Committees on Special Education (CSE).
- **Parent/Community Coordinator** is responsible for the day-to-day communication between the school and parents and community. He or she is charged with community outreach and public relations for the school. Duties include preparation of materials for open houses, recruitment events, and major mailings.
- The **Business Manager** manages the financial records of the school including budget, payroll and procurement. The Business Manager reports to and is evaluated by the DO.
- **The Administrative Assistant** is responsible for managing the Principal's calendar, typing memos, keeping the school calendar, preparing documents and maintaining records for instruction, assessment, and curriculum meetings.

See Attachment 6 and 7 for the Mott Hall Charter School Organizational Chart and key position descriptions.

C.1. CHARTER MANAGEMENT ORGANIZATIONS*

- We intend to contract with a not-for-profit charter management organization.

The Charter Management Organization (CMO) for the Mott Hall Charter School will be Replications, Inc (Replications). Replications was founded in 1998 with the mission of developing small, high quality middle and high schools in disadvantaged communities, primarily in New York City. As its CMO, Replications will support the start-up of Mott Hall Charter School, provide on-going support services and hold Mott Hall Charter School accountable for meeting its performance goals.

Rationale for selecting Replications, Inc. as Mott Hall Charter School's CMO partner

Replications, Inc. has replicated the Mott Hall model a total of nine times. Given Replications' experience in developing and supporting Mott Hall schools in NYC, it is well qualified to serve as the development and management partner for Mott Hall Charter School. Replications has significant experience opening and supporting new schools in general and Mott Hall schools in particular and this model has proven both popular for families and successful in terms of student achievement. Replications is uniquely positioned to provide linkages to principals and teachers within its network who have experience with the Mott Hall model to both support and staff the school.

Mott Hall Charter School's proposed school leader is the founding principal of Mott Hall Bronx High School, a non-selective, IB accredited New York City public school located in CSD 9, started with the support of Replications, Inc. in 2005. Mott Hall Bronx High School has been a member school of the Replications PSO network for the past two years from which it has received high quality academic, operations, and accountability support resulting in strong student outcomes. In addition, key members of the MHCS planning team have taught at and founded Mott Hall III and Mott Hall V, two high-performing New York City public middle schools developed under the guidance of Replications in 2002 and 2005 respectively.

In addition, Replications will link MHCS to its PSO network, which as of July 1st, 2010 includes fourteen schools, so that MHCS will benefit from sharing best practices in teaching & learning from a broad network of schools. These schools include all grade levels, Mott Hall model middle and high schools, two dual language program schools, and a specialized high school. Finally, Replications is an already established and well respected school start-up and support organization in New York City enhancing MHCS' ability to gain support from the local community.

Mott Hall CMO Supports

The Mott Hall Charter Management Organization (CMO) will provide comprehensive startup support and continuous improvement support to the Mott Hall Charter School.

New school start-up

The Replications CMO coordinates and oversees all aspects of new school development to ensure a strong start. Beginning 1.5 years prior to school launch the Replications CMO offers the following supports:

Identification and training of proposed new school leader and planning team

Replications has spent the last decade learning what makes an effective school leader. As a result of our experience we have developed criteria and a selection process for identifying high-quality new school principals. We capitalize on partnerships with New Leaders for New Schools, the New York City Leadership Academy, the Teach for America Alumni Association, and other leadership organizations as well as drawing from our existing network of schools to select high potential candidates to start new schools. Prospective leaders are immersed in a year-long ARCS framework (the lens through which we view school improvement work) training program and participate in a residency program at one of Replications' district or charter schools.

Once a prospective school leader is identified we use our extensive network in the education community to support him or her in assembling a planning team with the expertise to successfully plan and launch a new school.

New school design and proposal support

The Replications CMO helps prospective school leaders and planning teams articulate and refine their school's mission, vision, and education plan and ensure proposals are aligned with state and city standards and resonate with community values and aspirations. Our 4 Essential Features for Great

Schools, the key drivers we have identified for school success, provides teams with guidelines for school design that are research based and grounded in best practice. The CMO Director of New School Development guides planning teams in all aspects of new school development, facilitating ARCS training and making sure the 4 Essential Features for Great Schools are integrated into each new school design.

Board development

The Replications CMO provides training to proposed school leadership and Board members on their roles and responsibilities with regard to charter school Board governance. We also help ensure that Boards are balanced and are composed of individuals with the breadth of expertise needed to successfully oversee a charter school. Our training includes meeting protocols, financial oversight, academic oversight, fundraising and board ethics.

Community planning and outreach

The Replications CMO analyzes school district performance, enrollment patterns, and neighborhood demographic trends to ensure that schools are proposed where they are most needed. We assess community needs and create a plan for actively engaging community leaders, residents, and parents around the mission, vision, and design of the school. We have been working in these communities for over ten years and we mobilize our existing network of schools, parents, and community members who already know and trust us to harness support. In addition, our Parent Advisory Council (PAC), a group of parents whose children currently attend Replications schools and parents from feeder schools, provides feedback on new school design and serves as community-based advocate for our new schools.

On-going school improvement

The Replications CMO provides its schools with strategic supports to ensure continuous improvement in student and school performance including:

1. Quarterly Reviews

The Replications CMO facilitates each school leadership team’s articulation of how they plan to achieve each of the 4 Essential Features of Great Schools. Quarterly Reviews assess progress of the school’s 4 Essential Features implementation and provide substantive feedback for what the school should focus on to improve. The Quarterly Reviews utilize a rubric grounded in the Communities for Learning ARCS framework to ensure Alignment, Representation, Culture, and Sustainability are accounted for in every Essential Feature.

2. Leadership Development

All school leaders participate in Communities for Learning’s Fellowship Program where they learn and practice the tenets of the ARCS framework as applied to their individual schools. In addition, we provide principals and their leadership teams a range of off-site and site-based coaching focused on areas in need of improvement identified in the Quarterly Reviews.

3. Instructional supports

The Replications CMO provides direct instructional supports to school leadership and teachers to help them deliver more effective instruction and improve student outcomes. The example below shows some of the supports we provide for the Essential Feature Curriculum/Instruction/Assessment.

Curriculum/Instruction/Assessment	Supports
<p>Rigorous Curriculum: There is a school-wide definition of rigor in place and unit/lesson plans, teaching, assignments, and student work reflect this definition. Curriculum is aligned to standards and high expectations are set for academic outcomes. Systems are in place to regularly reflect on and improve the level of rigor at the school.</p>	<p>Expertise and training in:</p> <ul style="list-style-type: none"> • Incorporating “Authentic Intellectual Work” into lesson planning • Training by the Coalition for Essential Schools' in their SLICE methodology • Guiding schools in developing their own definition and rubrics to incorporate rigor in lesson planning and classroom teaching • Providing training in developing curriculum maps and units of study for every subject area

	<ul style="list-style-type: none"> • Setting stretch goals for course pass rates, student progress, articulation, etc.
Data Driven Assessment: Administrators and teachers regularly look at, plan with, and implement findings from a mix of qualitative and quantitative, formative and summative assessments focused on articulated outcome goals.	<p>Expertise and training in:</p> <ul style="list-style-type: none"> • Help in selecting or developing assessment tools. • Training in the analysis and use data. • Forming specialized Inquiry Teams to look at data, determine sub-groups of students, and implement targeted intervention strategies.
21 st Century Skills: Great schools recognize the need to explicitly teach students skills they will need to be successful in the 21st century. Beyond the "3 r's" these include problem solving skills, working collaboratively in teams, using technology to gather, organize, and present information, and adapting and innovating.	<p>Expertise and training in:</p> <p>Assisting schools teach 21st century skills by integrating project-based learning, group work, technology utilization and presentation throughout content areas or through offering co-curricular learning opportunities in these areas such as computer programming, web design, Virtual Enterprise, peer mediation, model UN, etc.</p> <p>Replications will audit schools' ability to implement 21st Century skills in day-to-day classroom instruction.</p>

4. Organizational Development and Operations

The Replications CMO helps schools improve management by providing assistance in the following areas:

Organizations Development and Operations	Supports
HR & Compensation: Compensation policies reward hard work and results and provide incentives for retention and advancement. Benefits are designed to meet the needs of school staff and to accommodate staff needs as they may change.	<p>Oversight of:</p> <ul style="list-style-type: none"> • Payroll administration • HR support for school-based staffing and discipline • Benefits package design and implementation <ul style="list-style-type: none"> ○ Merit based salary scale ○ Effort and outcomes based Bonus programs ○ Customized benefits packages ○ Health and wellness incentives (e.g. Nutrition, Yoga, smoking cessation, etc.)
Financial Management: Great schools target financial resources to reflect strategic priorities and articulated outcome goals. In addition they ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures based on industry best practices.	<p>Oversight of:</p> <ul style="list-style-type: none"> • Annual goal setting with the school • Record keeping • Procurement • Budgeting • Cash management • Annual audits
Site Management: Great schools are clean and attractive with clear and orderly procedures for fire drills, student arrival and dismissal and movement between classes. School property is in good working order, inventoried and secured and fixed or replaced immediately when broken.	<p>Oversight of:</p> <ul style="list-style-type: none"> • School safety • Legal • Compliance • Transportation • Food • Branding • Inventory
School Programming: The school calendar and	Expertise and coaching in:

daily schedule is aligned to the mission of the school. Staff and student schedules are designed to maximize articulated school outcomes.	<ul style="list-style-type: none"> • Strategies for extended day and year • Mission driven school programming
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5. Youth Development

The Replications CMO helps schools understand and put into practice best practices in youth social and emotional development by providing assistance in the following areas:

Youth Development	Supports
<p>Positive School Culture: Great schools intentionally create environments most conducive to student and staff learning and development through the establishment of clear policies, procedures, systems, norms, rituals, and ceremonies. Key aspects of positive school culture include safety, respect, effort, fairness, and learning as a virtue.</p>	<p>Assistance Developing and Implementing:</p> <ul style="list-style-type: none"> • Advisory Programs • Uniforms/dress code • Codes of conduct • Merit and demerit systems • Daily rituals • Site enhancements (artwork, music bell, etc.) • Special celebrations and ceremonies
<p>Character and Leadership Development: Great schools address the needs of the whole child beyond their academic needs. These needs include: physical health and well being, mental health, self-esteem and life skill development, leadership, exposure to multiple cultures and perspectives.</p>	<p>Expertise in and facilitation of:</p> <ul style="list-style-type: none"> • Physical fitness, athletics and sports programs • Character development based advisory programs • Student mental health services • Dance, music, drama and art programming • Student government • Peer meditation • Service learning opportunities • Speaker series • Field trips • International travel opportunities

6. Networking and Partnerships

One of the most effective ways that schools can improve is by learning from what is working in other schools. We facilitate meaningful networking opportunities and best practice sharing amongst the schools in our network through:

- Providing a community of high performing schools from which to share and learn.
- Creating critical friends groups for principals and teachers
- Coordinating inter-visitation for teachers to exemplary schools
- Best practice sharing in specialized areas such as teacher recruitment, Special Education, English Language Learning, etc.
- Identifying community resources
- Establishing partnerships with organizations that further the school’s mission (mental health, arts education, international education, etc.)

7. Fundraising

Replications has raised \$10 million dollars to support its schools over the past ten years. We use our relationships with funders and fundraising know how to find supplemental sources of funding for schools in our Partnership Support network. We also work with schools to develop their fundraising capacity to improve their ability to secure school-specific grants.

Institutional Partner Accountability and Evaluation

The Replications CMO will be evaluated by the Board of Trustees annually using a number of input, output and outcome indicators. Input evaluation measures the extent to which Replications has provided the services it has committed to under the partnership agreement. These include, but are not limited to:

- Providing training to the Board of Trustees on roles, responsibilities, and best practices of Charter school boards

- Providing training to the Director of Operations on school operations roles and responsibilities
- Staff development in areas of school culture, standards alignment and curriculum development, and assessments and utilizing data
- Branding the school site and preparing it for opening
- Payroll and benefits administration oversight
- Conducting quarterly Essential Features of Great Schools walkthroughs
- One-on-one Principal coaching

Output evaluation measures the extent to which Replications has produced what it has committed at satisfactory levels. This includes student data reports, data walls, and Board of Trustee and Principal satisfaction as measured through a satisfaction survey administered by Replications two times per year. The satisfaction survey allows Board members and the school leader to rate Replications in all areas of service provision.

Finally, outcome evaluation ensures that Replications shares accountability for Mott Hall Charter School's performance. To this end, Replications will be evaluated against the five year absolute performance, value added performance, graduation and attendance, and comparative performance targets the school has set. If the school is not meeting its targets in any given area, the Board will request a plan from Replications outlining what will be done to improve performance in that area.

At the end of each school year, the Board will use the evaluation tool attached in the *appendix* to rate Replications on its performance on input, output, and outcome indicators.

See *attachments 8, 9, 10, 11, and 12* for Replications' track record, school information, evidence of value-added achievement, and Institutional Partnership Agreement.

D. STAFFING AND HUMAN RESOURCES

Teacher Hiring

MHCS endeavors to recruit and hire highly qualified teachers who are committed to the school's vision and mission. Prospective teachers should embrace teaching through project-based learning, interdisciplinary learning, and technology integration. In addition, prospective teachers should have a strong willingness to work in a collaborative school environment in which they plan together in teacher teams to develop quality curriculum units and lessons. MHCS will seek out candidates with excellent content knowledge who demonstrate a passion for their subject area. They must be energetic, and be willing to work hard and be reflective in order to continually improve practice. All candidates must be dedicated to meeting the academic, social, and emotional needs of all students, including English language learners and students with special needs. To that end, MHCS will seek out candidates who have a knowledge and understanding of adolescents and are committed to urban education and meeting the challenges involved in it.

MHCS will recruit teachers from both Teach for America (TFA) and New York City Teaching Fellows (NYCTF) who have completed their two-year teaching obligation, Replications has extensive experience working with TFA and NYCTF. These teachers will have 2 years or more experience working with students from a similar background, and have made the decision to stay in teaching. MHCS will consider hiring teachers with no classroom experience if they meet the other expectations described above and demonstrate potential for high quality teaching and curriculum development. The planning team has first-hand experience developing teachers with little or no classroom teaching experience into excellent teachers. With that in mind, MHCS will advertise at local universities such as Columbia Teachers College, Bank Street, Hunter, NYU, and other universities with rigorous teacher training programs. Per New York State's Charter Law, as many as 30 percent of MHCS's teaching staff, or five teachers, (whichever is less) may be uncertified. MHCS will consider applications of uncertified teachers if they meet the criteria set forth above.

In addition, Replications will provide teacher recruitment support by running ads in local and national education publications and websites on an on-going basis throughout the year, attending teacher hiring fairs, leveraging its relationships with TFA and NYCTF, and other teaching training programs and assisting with the teacher hiring process.

Mott Hall Charter School believes that student success is achieved by hiring hard-working, skilled and caring people. And as such, we dedicate a great deal of time and energy to finding the best teachers and support staff we can. Mott Hall Charter School's staff hiring process is as follows⁹:

Step 1: Candidates submit resume and cover letter

Step 2: Resumes are screened and selected for phone interview

Step 3: Selected candidates engage in a 20-40 minute phone interview with the Principal

Step 4: Selected candidate's references are checked

Step 5: Selected candidates are invited to teach a model lesson to a group of Mott Hall students, teachers, and the Principal. The model lesson is followed by a 30-45 minute conversation with the teachers, students, and Principal.

Step 6: A conversation regarding the expectations of teachers at MHCS takes place with the candidate and the Principal.

Step 7: A job offer is made.

MHCS is an equal opportunity employer. We believe in the value of diversity and do not discriminate on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Hiring and promotional decisions are made solely based on qualifications in the best interests of our students.

Staff Evaluation

Mott Hall seeks to create a professional learning environment in which teachers can work together, learn and be supported in this endeavor. MHCS expects its teachers to fully participate in curriculum and assessment design. In addition, teachers will be supported in facilitating their own professional development. The framework for this professional development at MHCS is based on the "California Standards for the Teaching Profession". This framework offers teachers a number of individualized tracts of study and is a long term curriculum designed to provide ongoing expansion of a teacher's knowledge of students, of subject matter and curriculum, and of instructional methods, strategies and styles. Ultimately these study domains are directly linked to how a teacher plans instruction, creates and assesses opportunities for student learning. Teachers will choose, based on their professional needs and desires, from the following list of domains:

- Engaging Students in Learning
- Effective Environment
- Organizing Subject matter
- Planning Instruction
- Assessing Learning
- Developing as a Professional

In consultation with the Principal, teachers and support staff will choose the domain within which they wish to study. Once they have chosen their domain teachers will have to identify needs, set goals, prepare objectives, develop action plans, and substantiate evaluation standards (*See appendix for Goal Setting Sheet*). It is within this context that teachers will construct their own learning. The role of the Principal in this process is to:

- facilitate teacher learning by meeting with staff on a regularly scheduled and individual basis
- collaborate with staff to set goals and objectives
- provide the resources necessary to scaffold teacher and staff learning
- plan with staff to deepen study and address students with specialized needs

This work is chosen by the teacher and all subsequent professional development will require teachers to integrate what they have just learned with the "domain" they are studying. The purpose for

⁹ Process is subject to modification

this is to allow teachers and staff the opportunity to think critically about their studies, but also to contextualize them in a larger schema of teaching and learning.

Once a teacher has chosen his or her area of growth, this becomes a main focus in both formal and informal evaluations. For each of the standards, there is a list of “Observable Activities” which indicate mastery of the goal. Each teacher is observed formally 4 times per year. For each formal observation, the teacher meets with the Principal and presents the lesson he or she will be teaching, the unit the lesson falls in, and any assessments within the unit. The conversation in the pre-observation is around unit, lesson and assessment quality as well as how the teacher is working toward the goals that were set in the beginning of the year. After the observation, teachers have a post observation conference where the Principal debriefs them, and evaluates progress toward the goal. Together, the Principal and the teacher set a course of action for professional development. This course of action relates directly to their unit planning, lesson planning, planning and use of assessments, and their annual goal. This may include moving to the next goal on the California Standards. In addition to formal observations, informal observations happen daily. Feedback on informal observations is based on agreed upon expectations for student engagement and expectations during direct instruction, guided practice and independent and group work, as well as the individual teacher’s goal. As a team, the staff at MHCS will come together to define the expectations for students, as well as the expectations for the teacher in enforcing the agreed upon norms. The Principal will walk-through classrooms daily and provide teachers with a short feedback form which is individualized to the teacher’s professional development plan within 24 hours.

Each teacher will also receive a comprehensive quarterly evaluation which evaluates teachers on their work within the context of the goal they have set for themselves as well as their work within the areas of focus for the school.

E. STUDENT RECRUITMENT, ENROLLMENT, AND EVIDENCE OF DEMAND¹⁰

Each year MHCS will accept 110 (projections account for a ten percent attrition rate based on our experience in Community School Districts 8 and 9) rising 6th graders eligible to enroll in New York City schools with admissions preference given to students residing in Community School Districts 8 or 9 depending on which community school district the school is located. Further, the school will reserve seats for students designated as Special Education or English Language Learners in proportion equal to the community school district average for students with these designations and we will aggressively recruit to ensure we meet this target. The application form will ask for student information, and will be used to determine if the student does reside in Community School District 8 or 9 and if the student is eligible to receive Special Education or ELL services. MHCS will not discriminate on the basis of academic achievement. MHCS will recruit students by placing ads in local newspapers, distributing and mailing flyers to community residents and community based organizations and distributing information at community board meetings. All written materials will be translated into the primary native languages of the school’s English Language Learner demographic, which in this case is Spanish. In addition, MHCS will run several open houses in community based facilities to allow students and families to meet the school faculty and staff. We will also conduct tours of existing Mott Hall middle schools in District 8 and 9 to show parents and students the type of school environment and education we will be providing. Information regarding the application procedures and timeline will be distributed through all of these venues. The timeline is as follows: By September 30, the application is made available to parents both online and in person at specified location and times. For start-up year admissions, the timeline will be compressed to account for a December 2011 authorization. The application deadline will be March 31. If the number of applicants exceeds the number of seats available, we will hold a lottery during a community board meeting.

Families will be notified by April 8 of their admissions status (admitted or wait listed). Families will need to return enrollment forms by April 22. If parents do not choose to enroll their student in MHCS, we will consult the waiting list and offer students admission in the order they appear on the

¹⁰ As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board for Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.

waiting list. MHCS will reserve a percentage of seats for students who transfer under the No Child Left Behind program.

The parent or guardian of a student may withdraw a student at any time. Should the parent request a withdrawal, the Principal will meet with the family to try to resolve the situation. If the parent still wants to withdraw the student, the Office Manager will assist the parent with a referral to the appropriate New York City Department of Education office which can assist in student placement.

Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily). Any sibling(s) of a student already enrolled at MHCS who applies to MHCS will be automatically assigned a seat in the school and will not need to enter into the admissions lottery.

Given the strong positive response we've received from our community partners (listed in the next section) we will continue to work with these local elementary schools, community based organizations, elected officials, and other community leaders to get the word out about Mott Hall Charter School, admissions requirements and timelines to families of prospective students, particularly those typically less informed about educational choice options.

See appendix for signatures of interest from parents in districts 8 and 9 who will have rising 6th grade aged children in fall 2011 when, if approved, the school will open.

F. COMMUNITY INVOLVEMENT

Strong community support is a key building block in the establishment of a new school and an invaluable way to attract new students as well as to leverage additional services and supports which help retain students. This past spring, the Mott Hall Charter School planning team canvassed the community and found a plethora of enthusiastic support for this charter school – from principals and parent coordinators at local elementary schools to community based organizations and local political leaders as well as current schools with which we work. We have not only shared information, but we have elicited feedback and participation in the creation of the school through informal discussion and more formal community feedback Surveys. We've found that the community believes there is a real need for the new high-quality middle school option which Mott Hall Charter offers – stakeholders being most attracted to Mott Hall's strong reputation, its focus on academic rigor, integrated technology, arts enrichment, and a range of after-school programs and supports available for students. Community outreach and support thus far includes the following:

- Bronx Community Board 2
- Bronx Community Board 4
- The Bronx Borough President's Office
- State Assembly Member Marcos Crespo
- State Senator Jeff Klein
- Councilmember Helen Foster
- Councilmember James Vacca
- **Elementary School Principals, Parent Coordinators, and Parent Associations:** Due to the fact that Replications is well known in the public education community and that Mott Hall Charter School proposes to start in 6th grade rather than 5th grade we have been welcomed by local elementary schools eager for a high-quality middle school option for their graduating students. Many parents expressed interest and support and wanted more involvement once the school was approved. We will continue to build relationships with elementary schools across the district.
- **Claremont Neighborhood Centers:** Located in the Claremont/Morrisania section of the South Bronx, Claremont Neighborhood Centers, Inc. has pledged its support for the Mott Hall Charter School. Focusing on neighborhood needs, Claremont's services include: child care and after-school programs with activities such as karate, drama and photography workshops, dance and computer instruction and a range of athletic activities. In addition, Claremont offers a Nite Light program for teens with extended recreational hours until 10 pm, a job assistance program, summer day camp and participation in The New York Fresh Air Fund. We will work with Claremont to ensure that families they serve know about and apply to Mott Hall Charter School.

- **Casita Maria:** Established in 1934, Casita Maria was the first charitable organization to serve Hispanics in New York City. Today Casita Maria provides after school education in the arts, literacy and job readiness while addressing critical needs for youth, families and seniors in the Bronx. Casita Maria Executive Director Sarah Calderon is a founding Board member and has expressed support of the Mott Hall Charter School and its shared mission of providing students with the education and skills they will need to compete effectively in the 21st century. Thanks to their long standing roots in the Bronx Casita Maria will be an invaluable help in recruiting students.
- **Police Athletic League (PAL):** PAL is New York City’s largest independent youth development not-for-profit organization that operates head start/day care, after-school, evening teen, summer day camp, youth employment, truancy prevention, juvenile justice and re-entry, city-wide sports, play streets and part-time centers, food service, and adventure learning programs for pre-school kids, children and adolescents ages 3 to 19. In its 95th year of service, PAL is continuing its evolution and remaining a vibrant and vital NYC institution. We will advertise Mott Hall Charter School at the PAL Center and at PAL events.
- **Frederick Douglass Academy III:** Frederick Douglass Academy III started and supported by Replications, Inc. expressed support of Replications in the charter school effort by providing space during parent-teacher conferences to talk to parents about the need for an additional high-quality middle school choice.
- **Mott Hall Community School:** Mott Hall Community School is a school in CSD 8 started and supported by Replications. The school has pledged its support of Replications in the charter school application effort. A letter of support is included in Exhibit G of this application.
- **Mott Hall Science & Technology Academy:** Mott Hall Science & Technology Academy is a CSDt 9 school started and supported by Replications. The school has pledged its support of Replications in the charter school application effort. A letter of support is included in Exhibit G of this application.
- **Parent Associations:** Members of the planning team were invited to Parent Associations meetings at PS 69, PS 75 and PS 146 to introduce the Mott Hall Charter School concept. Many parents expressed interest and support and wanted more involvement on the parent advisory council.

The MHCS Board will also reserve seats for a student, parent and teacher representative once the school opens to ensure these important voices are represented in the governance of the school. In addition, current parents of students in Mott Hall schools, as well as prospective parents of Mott Hall Charter School will come together as part of the parent advisory council in support of Mott Hall Charter School. The purpose of the council is to provide input and ideas about the school; as well as discuss ways to support the application and the school once it is approved.

See appendix for letters of support for the Mott Hall Charter School

F.1. JOINT APPLICATION – Not Applicable

III. FINANCIAL PLAN

A. BUDGET

The founding team presents two financial forecasts -- the first scenario assuming New York City Department of Education (NYC DOE) space for all five years, the second assuming NYC DOE incubation space for two years and private facility expenses in years 3-5. The forecasts for Mott Hall Charter School have been developed with expense projections based on best practices and benchmarks from existing charter schools, as identified through research by the planning team and The Bridgespan Group.

Revenue projections are conservative, assuming no increase in the per pupil allocation. The Board will review both expense and revenue projections annually, and determine the best use for potential additional revenue generated by increases in the per pupil allocation. In the NYC DOE space scenario, the additional revenue will be used for instructional purposes. If MHCS requires a private facility, additional revenue may be used towards facilities costs.

Assumptions for both scenarios

- MHCS enrollment of 100 students in year 1, 200 students in year 2, and 300 students in years 3, 4, and 5.
- 90% of students eligible for free and reduced lunch, based on district data
- 12% of students require special education services, based on district data
- Conservative revenue projections with no changes in city, state, federal allocations
- 3% COLA in years 3 and 5
- 3% annual escalation in educational materials, office supplies, furniture, technology

NYC DOE Space Scenario

The first financial forecast assumes that MHCS will be housed in a NYC DOE space for all five years. This scenario allows the school to allocate additional resources to professional development, educational and extracurricular supplies, school technology, and cultural immersion programming. Importantly, this scenario also allows for a more robust staffing model, as outlined below.

FTEs	FY2012	FY2013	FY2014	FY2015	FY2016
Instructional	9.6	18.1	27.5	27.5	27.5
MS Language Arts	2.0	3.0	5.0	5.0	5.0
MS Math	2.0	3.0	5.0	5.0	5.0
MS Social Studies	1.0	3.0	4.0	4.0	4.0
MS Science	1.0	3.0	4.0	4.0	4.0
Foreign Language	1.0	2.0	3.0	3.0	3.0
Special Education	0.3	0.7	1.0	1.0	1.0
ELL	0.3	0.7	1.0	1.0	1.0
Music	0.3	0.3	0.5	0.5	0.5
Physical Education	0.3	0.7	1.0	1.0	1.0
Technology	0.3	0.7	1.0	1.0	1.0
Art	1.0	1.0	2.0	2.0	2.0
Administration	5.3	6.8	10.3	10.3	10.3
Principal	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0	1.0
Business Manager	0.0	0.0	1.0	1.0	1.0
Dean of Students	0.0	1.0	1.0	1.0	1.0
Social Worker	1.0	1.0	1.0	1.0	1.0
Apprentice Social Worker	0.0	0.0	1.0	1.0	1.0
Health Director/Nurse	0.5	0.5	0.5	0.5	0.5
Extracurricular & Parent Outreach Coordinator	0.0	0.0	1.0	1.0	1.0
Administrative Aide	0.8	0.8	0.8	0.8	0.8
Librarian / HS Advisor	0.0	0.5	1.0	1.0	1.0
Total School Staff	14.9	24.9	37.8	37.8	37.8

This financial model also allows the school to build a reserve fund beginning year 2. In its first year of operation, the Board of Trustees will determine a policy for using a percentage of the reserve fund and any anticipated surpluses for staff performance bonuses as well as instructional enhancements.

Finally, this financial model proposes a modest fundraising goal in the early years to help MHCS build a reserve fund. Replications will provide fundraising and grant writing support to the MHCS school leadership team and Board of Trustees.

Private Facility Scenario

This contingency budget assumes that MHCS will require a private facility beginning year 3, with the first two years in a NYC DOE incubation space. This model requires that MHCS spend no more than the benchmarks identified for educational and extracurricular supplies as well as more modest allocations for professional development, school technology, and cultural immersion programming. MHCS will also reduce repair/replacement costs as well as some office expense allocations.

This model also requires a leaner staffing model as outlined below. Should lack of funding require further reductions in the staffing model, MHCS will reexamine resources allocated to extracurricular activities and administration.

FTEs	FY2012	FY2013	FY2014	FY2015	FY2016
Instructional	7.6	16.1	23.0	23.0	23.0
MS Language Arts	1.0	3.0	4.0	4.0	4.0
MS Math	1.0	3.0	4.0	4.0	4.0
MS Social Studies	1.0	2.0	3.0	3.0	3.0
MS Science	1.0	2.0	3.0	3.0	3.0
Foreign Language	1.0	2.0	3.0	3.0	3.0
Special Education	0.3	0.7	1.0	1.0	1.0
ELL	0.3	0.7	1.0	1.0	1.0
Music	0.3	0.3	0.5	0.5	0.5
Physical Education	0.3	0.7	1.0	1.0	1.0
Technology	0.3	0.7	1.0	1.0	1.0
Art	1.0	1.0	1.5	1.5	1.5
Administration	5.3	6.8	9.8	9.8	9.8
Principal	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0	1.0
Business Manager	0.0	0.0	1.0	1.0	1.0
Dean of Students	0.0	1.0	1.0	1.0	1.0
Social Worker	1.0	1.0	1.0	1.0	1.0
Apprentice Social Worker	0.0	0.0	0.5	0.5	0.5
Health Director/Nurse	0.5	0.5	0.5	0.5	0.5
Extracurricular & Parent Outreach Coordinator	0.0	0.0	1.0	1.0	1.0
Administrative Aide	0.8	0.8	0.8	0.8	0.8
Librarian / HS Advisor	0.0	0.5	1.0	1.0	1.0
Total School Staff	12.9	22.9	32.8	32.8	32.8

The financial model also includes a larger fundraising goal and allocates significant resources towards a reserve fund in years 1 and 2 to be used towards facilities expenses. The Board will determine an investment policy for the reserve fund once the school is operational. Replications will provide comprehensive fundraising support, including foundation and corporate outreach, government grant opportunities, and individual giving strategies to reach MHCS' goals.

See Form 5 for a detailed budget and cash flow analysis.

B. FINANCIAL MANAGEMENT

Mott Hall Charter School will put in place policies to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. These policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. As agreed by the Board of Trustees, Replications, the Charter Management Organization for the school, will serve as the custodians of MHCS funds in order to ensure the highest standards of financial oversight.

Payroll

The Director of Operations will maintain a personnel file for each MHCS employee to include updated salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Staff will be paid bi-weekly by check or direct deposit through a payroll administration service such as Paychex, ADP, or CompuPay. Contractual services will be processed as accounts payable with IRS Form 1099 issuing annually to independent contractors. The Director of Operations will record payroll expenditures to the MHCS accounting system. Replications, Inc. will be responsible for the selection and oversight of the payroll administration service. Replications' Controller and MHCS's Principal and Director of Operations will review payroll distributions monthly and the Treasurer of MHCS's Board of Trustees will review payroll transactions quarterly.

Procurement

The Director of Operations will oversee procurement. The Operations Manager can make purchases up to \$250 for the good of the school at his or her discretion. All expenditures above \$250 must be approved by MHCS' Principal or Director of Operations. All purchases over \$500 will be made after a comparison of at least three vendors based on price, quality, dependability, and delivery time. For purchases exceeding \$25,000, a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the Principal, Replications will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payment. No photocopies or invoice duplicates shall be processed unless specifically approved by the Principal.

Only the Principal and Director of Operations may sign checks or authorize the disbursement of MHCS funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a MHCS credit card will be issued to the Principal and Director of Operations following the same procurement procedures outlined above. Other cards may be issued if deemed necessary by Replications and the Director of Operations. The Replications Controller will review credit card statements and complete bank reconciliations for irregularities monthly.

Accounting and Audit Requirements

Mott Hall Charter School will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and any reporting to the IRS or other governmental entities. The Director of Operations maintains these accounts with an approved software package such as Fund E-Z with support from Replications' Controller. The Principal reviews all completed draft financial reports from the Director of Operations, attaches explanations when required and presents to the Board of Trustees at Board meetings.

MHCS shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Trustees upon recommendation from Replications, Inc. The audit will be conducted in accordance with Generally Accepted Auditing Procedures (GAAP) and Government Auditing Standards.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by Replications in conjunction with the Principal for approval by the Board of Trustees.

In order to support the mission and vision of Mott Hall Charter School, raising additional funds will likely be necessary. Replications' Director of Development will be responsible for working with MHCS staff to raise individual, foundation, and government grants based on annual fundraising targets as defined in the partnership agreement. In addition to thoroughly documenting all fundraising dollars, all MHCS grants will be actively managed by the Director of Operations with oversight from Replications' Controller.

C. FACILITY

Mott Hall Charter School will be located in Community School District 8 or 9 in the Bronx and is requesting to be considered for permanent placement in a DOE building. The NYC DOE has named

Replications in its federal i3 grant proposal as a new school development partner and has recently asked Replications for a plan to develop new schools, including charters, in sites where there are schools phasing out due to persistent low achievement.

For its first year, MHCS space needs include 4 classrooms, access to 1 middle school science lab, 1 art room, 1 administrative office, 1 social worker office, 1 storage room and access to the cafeteria, gym, and library space. In year two, MHCS space needs include 8 classrooms, 1 middle school science lab, 1 art room, 1 administrative office, 1 social worker office, 2 storage rooms and access to the cafeteria, gym, and library. In year 3 and beyond, MHCS space needs are 12 classrooms, 1 science lab, 2 administrative offices, 2.5 storage rooms and access to the cafeteria, gym, and library.

While MHCS is seeking a permanent space in a DOE facility, we understand that this may not be possible and have developed an alternative facility lease and development plan which includes the following minimum specifications:

- ADA compliant barrier free access
- Minimum 27,000 square feet (90 square feet per student – includes 12 classrooms at 600 square feet each, 2,000 square feet for science lab and art room, 2,000 square feet for library, 5,000 square feet for auditorium/cafeteria/physical education space, 3,000 square feet for administrative, storage, and custodial rooms and additional space for circulation factor)
- Low floor (B-5) and generous fire egress stairs
- Minimum column bay of 25 feet and minimum slab to slab beam depth of 14'
- Either a warming kitchen, suitable for heating pre-prepared meals or a full kitchen, suitable for the preparation of meals on-site. (All applicable Department of Health permits will be obtained prior to occupancy)
- Accessibility to public transportation

The founding team has visited a number of potential private spaces in the Bronx and is working to identify viable space with prospective Board member Xenia Cox, formally of the School Construction Authority and NYC DOE Director of Facilities and Space Planning. These sites include:

- 192 East 151 Street, Bronx, NY 10451
- 890 Garrison Avenue, Bronx, NY 10474
- 385 Gerard Avenue, Bronx, NY 10451
- 529 Courtlandt Avenue, Bronx, NY 10451
- 516 East Tremont Avenue, Bronx, NY 10457

We project that a private facility development will take two years to complete. See below timeline.

Timeline for Mott Hall Charter School Facility Development	
<i>Milestones</i>	<i>Date</i>
Charter authorized	January 2011
Financing agreement finalized	April 2011
Site acquisition completed	June 2011
Build-out/development agreement signed	July 2011
Build-out design completed	April 2012
Site Build-out	May 2012- June 2013
Building ready for occupancy	July 2013
Site readiness and beautification	July-August 2013
School year begins in new building	September 2013

Cost Estimates

The Mott Hall Charter School planning team has consulted with Cushman Wakefield, a firm with vast experience in New York City and has determined an average price per square foot of thirty dollars as the current market rate in the Bronx (given current market conditions, we believe this to be a conservative number). Based on this estimate and a square footage allocation of one hundred square feet per student,

MHCS is projecting the following per annum percentages to be allocated to lease this facility financed through a combination of cash reserves accumulated over the first two years and private fundraising.¹¹:

Letter of Intent/Memorandum of Understanding

	Private Facility Percentage of Budget	Approx Rent per Year
Year 1	0%	\$0
Year 2	0%	\$0
Year 3	16.69%	\$810,000
Year 4	16.93%	\$810,000
Year 5	16.79%	\$810,000

D. TRANSPORTATION

All MHCS’s students who do not live within walking distance from the school will receive bussing services, full fare or a half fare metro card, determined by their distance from the school. The office manger will submit a Transportation Request form to the NYC DOE so that students who are eligible receive full or half fare metro cards. If a student is not eligible for transportation, parents will be responsible for getting their children to school. MHCS will work with and assist parents if they are having trouble. Replications CMO, will establish contracts with transportation companies so that MHCS can provide transportation services for extra-curricular trips and events. If the number of students who do not qualify for transportation services is large enough, MHCS can use these contracts to provide an alternate transportation option for students. MHCS will assist families of students with special needs to ensure they receive appropriate transport services.

E. FOOD SERVICE

MHCS will provide breakfast, lunch and an afternoon snack each day. Upon enrollment, each student will be required to submit an SD 1041 form. We anticipate that the majority of our students will be eligible for free or reduced lunch. MHCS’s plan for food contracting is dependent on our facility. If we are housed in a NYC DOE facility, we will arrange to use the food services already in place at the school. If we have our own private facility, we will contract with the DOE to provide food services. Ideally, our permanent facility will be equipped with a full kitchen, in which case we will contract with the DOE to cook and serve meals. If necessary, we will contract with the DOE to provide cold meals while we await the building of the kitchen.

F. INSURANCE

Replications, Inc, the proposed CMO for this school currently carries a range of insurance required as a NYC DOE Partnership Support Organization working in New York City public schools including Directors’ and Officers’ Liability, Commercial General Comprehensive Laibility, Employment Practices Liability and Workers Compensation Liability. Replications’ insurance provider currently works with Charter schools in New York City and is prepared to proceed with obtaining all insurance products as required for the Mott Hall Charter School. See budget attachment for expense assumptions based on estimates from Replications’ broker.

G. PRE-OPENING PLAN

MOTT HALL CHARTER SCHOOL			
School Start-Up Workplan (December 2010 - July 2011)			
Goal	Tasks	Person(s) Responsible	Date to be Completed
FUNDRAISING			
Raise start-up and planning funds for school	Research possible planning and start-up grant opportunities	Elwell	10/1/10

¹¹ Based on the assumption that MHCS will be incubated in DOE facility for years 1-2.

	Based on opportunities decide what grants to write for	Elwell	11/1/10
	Write and Submit grants	Elwell&team	12/1/10
	Follow-up calls and meetings with foundations	Elwell, Lesser, Tinagero	1/1/11
SCHOOL BRANDING			
	Identify logo benchmarks	Lesser	12/1/10
Design logo in preparation for school branding and marketing	Reach out to possible designers, decide on designer, and get sample mock ups	Lesser	12/15/10
	Make decision and get final design	Lesser	1/1/11
	Compensate designer	Lesser	1/1/11
RECRUITMENT/MARKETING MATERIALS			
	Determine promotional materials necessary	Allen	12/1/10
Design Promotional Material Templates that will be ready for distribution in January	Set timeline for the creation of each item	Allen	12/1/10
	Create materials	Allen	1/1/11
TRAINING/PROFESSIONAL DEVELOPMENT			
	Identify necessary trainings	Tinagero	12/1/10
Design training plan for immediate action	Create preopening training schedule	Tinagero	12/1/10
	Register for trainings	Replications Admin	12/15/10
	Make travel arrangements	Replications Admin	12/15/10
	Pre training meetings	Tinagero, Lesser	Jan-Jul 2011
	Attend trainings	Staff	Jan-Jul, 2011
	Post training debrief	Tinagero, Lesser	ongoing
TEAM-BUILDING			
	Identify regular meeting times for founding team	Lesser, Tinagero	1/1/11
Develop team and community amongst founding team members	Team meetings	Lesser, Tinagero	Jan-Jul, 2011
	Identify and plan team building experiences	Lesser, Tinagero	5/1/11
	1 sustained team building experience	planning team	7/1/11
TECHNOLOGY			
	Refine vision of program	Lesser, Dir of Ops	3/1/11
Design Technology Plan that will be ready for implementation in July	Identify Consultant and hold preliminary meeting	Lesser, Dir of Ops	3/15/11
	Consultant design plan	Consultant	4/15/11
COMMUNITY ENGAGEMENT			
	Contact elementary schools to continue building parent support	Allen	12/1/10
To continue building relationships within the district we will open in.	Contact Community Board to continue building community support	Allen	1/1/11
	Presentations at Community Board and Education Committee meetings	Tinagero, Allen	2/1/11
	Schedule at least 5 lunches with CBO leaders	Allen	3/1/11
	Meeting with CBO leaders	Allen, Tinagero, Lesser	3/15/11
	Meeting with elected Officials	Carrion, Lesser, Tinagero	4/1/11
	Schedule follow up meetings with all potential partners if necessary	Allen	4/15/11

OPERATIONS	Design action plan for all of the below. Each action plan will include research, budget and presentations to Tinagero and Lesser to be followed by implementation decisions.	Dir of Ops, Lesser, Sullivan	3/15/11
To develop a strong operations plan to address the start up of procurement, benefits, payroll, grades, etc	Procurement		
	Benefits		
	Scheduling		
	State reporting		
	Report Cards		
	Food services		
	Custodial services		
	Student Travel		
	Security		
	Data systems		
	Budget systems		
	Uniforms		
	Visual Branding/Site Readiness		
Assessment			
STAFF RECRUITMENT	Design "canned" mission and vision statement	Tinagero	12/1/10
To develop a strong plan to that will begin the staff recruitment process by the beginning of January	Post for positions	Lesser	1/1/11
	Set up interviews	Replications Admin	2/1/11
	Interview Candidates	Founding Team Committee	3/1/11
	Make Offers	Tinagero	Apr-Jun, 2011
STUDENT RECRUITMENT	Create list of all feeder elementary schools	Allen, Dir of Ops	12/1/10
To develop a strong student recruitment plan that will be implemented beginning in January	Contact Principals, APs, Parent Coordinators, and PA associations from elementary feeder schools	Allen, Tinagero, Lesser, Dir of Ops	1/1/11
	Set up initial feeder school visits for early January	Allen	12/1/10
	Conduct feeder school recruitment visits	Tinagero, Dir of Ops, Allen, Lesser	Feb-Mar 2011
	Organize and conduct tours of current Mott Hall middle schools	Allen	Mar-Apr 2011
	Place ads in local community newspapers and work with identified partners to get the word out about MHCS	Allen	Mar-Apr 2011
BOARD RECRUITMENT & TRAINING	Finalize board composition	Bravo	1/1/11
To identify and prepare board candidates for an independent, diverse Board	Identify areas and resources for Board training	Bravo, Lesser	2/1/11
	Identify start-up roles and responsibilities of board members	Bravo, Lesser	2/1/11
	Conduct board training	Lesser	3/1/11
	Set on-going board meeting schedule	Bravo	5/1/11

IV. TABLE OF REQUIRED ATTACHMENTS/FORMS

Form 1	Certification Statement
Form 2	Roster of Key Contacts
Attachment 1	Sample Daily Schedule
Attachment 2	Proposed Annual Calendar
Attachment 3	Proposed Corporate By-laws
Attachment 4	Proposed Code of Ethics
Attachment 5	Resumes of Prospective Founding Group Members
Form 3	Statement of Assurances
Form 4	Requests for Information from Prospective Charter School Board Members
Attachment 6	Organizational Chart
Attachment 7	Key Position Descriptions
Attachment 8	CMO Background Information
Attachment 9	Schools Managed by CMO
Attachment 10	Academic Performance Data from Schools Managed by CMO
Attachment 11	Summary of CMO's Fiscal Performance for Past Three Years
Attachment 12	Template Service Agreement with CMO
Form 5	Budget and Cash Flow Template

V. REQUIRED FORMS

Please see attached forms.

VI. REQUIRED ATTACHMENTS

Please see attachments

FORM 1: CERTIFICATION STATEMENT

Proposed Charter School Name: Mott Hall Charter School

Proposed School Location (District): New York City Community School District 8 or 9

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

Robert Lesser

Date

9/20/10

(Please label the copy that has original signatures.)

Print/Type Name

Robert Lesser

Address

[REDACTED]

Daytime Phone

[REDACTED]

Fax:

[REDACTED]

FORM 2: ROSTER OF KEY CONTACTS

Person	Role (Founding Group Member, Proposed Board Member, Proposed School Employee)
Robert Lesser	Replications, Inc. - CMO [REDACTED] [REDACTED]
David Tinagero	Proposed Leader [REDACTED] [REDACTED]
Dr. Brenda Bravo	Proposed Board of Trustee, Chair [REDACTED] [REDACTED]

Form 3: Statement of Assurances – Dr. Patrick Awosogba, Mott Hall Charter School

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

Patrick Awosogba
Signature

9/21/10
Date

Form 3: Statement of Assurances

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

Rajeev Bajaj
Signature

9/21/10
Date

Form 3: Statement of Assurances

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

Brenda Bravo

9/16/10

Signature

Date

Form 3: Statement of Assurances

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



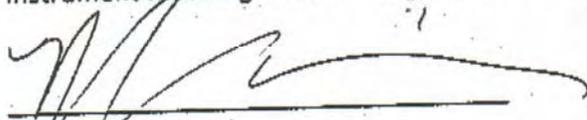
Signature

9/20/10

Date

Form 3: Statement of Assurances

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


Signature

Sept 17 2010
Date

Form 3: Statement of Assurances

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

Signature

Date

Form 3: Statement of Assurances

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

Margo DelliCaprini
Signature

9/15/10
Date

Form 3: Statement of Assurances

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

Dr. Ramon Namnun
Signature

9/14/2010
Date

Form 3: Statement of Assurances

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

Peter Oroszlany
Signature

9/20/10
Date

Form 3: Statement of Assurances

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

Natalie Thompson
Signature

9.21.10
Date

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

Name: Dr. Patrick Awosogba

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax:

Business Address: Mott Hall Science & Technology Academy, 250 E. 164th Street, Bronx, NY 10456

Business E-Mail/Fax: pawosog@schools.nyc.gov

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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 heard about this proposed charter school from Replications Inc. I have known Replications for three years and my relationship with the organization became stronger last year when it supported the opening of Mott Hall Science and Technology Academy (MHSTA). Replications support for MHSTA covered the entire planning stage of the new school process, staff hiring, student recruitment, orientation, professional development etc. As a principal of a Mott Hall middle school, I believe I can contribute immensely to supporting the creation of professional learning community that will

accelerate student achievement.

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

I believe strongly in public education. I support the establishment of charter schools to provide choice to parents. Not only is this approach meaningful in a democratic society, it provides healthy competition among ALL providers of K-12 education. For me, education is an investment in human capital; it is therefore important that schools have effective governance that provides adequate support to school leadership.

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):

For two years, I served on the advisory board of Sacred Heart Catholic Church in South River, New Jersey. I was involved in all decisions about issues dealing with the governance of the Sacred Heart middle school. I was also part of the decision making body for all capital projects regarding the church.

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:

Ramon Namnum and I are in the same School Support network and as such are peers. "

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:

David Tinagero and I are currently in the same School Support network and as such are peers. I was also an ATR place Assistant Principal in Mr. Tinagero's school during the 2008-2009 school year.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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:
Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.
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 my concern to the appropriate committee on the board and request a full and open discussion and investigation of the matter. I understand the importance of Conflict of Interest policies for organizations, especially nonprofit organizations, and the need to have transparent reporting of conflicts for tax and ethical reasons.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter School (MHCS or the School) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. The vision of Mott Hall Charter School is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st century.
18. Please explain your understanding of the educational program of the charter school.
This mission will be accomplished this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model, technology infusion, an enriched arts program, and service learning. Since teachers most influence student achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.
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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its

expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

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

A board member of a public charter school is responsible for the governance of the school. Members are not involved in the day-to-day activities of the staff, but instead provide guidance, oversight, and support to ensure that the school achieves its goals and reaches its vision for the youth it serves. The board is responsible for proper financial oversight, ensuring adequate resources, ensuring legal and ethical integrity and maintenance of accountability, effective organizational planning, enhancing the school's public standing and supporting the principal.

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.

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: Rajeev S. Bajaj

Daytime Telephone:

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: _

Business E-Mail/Fax: _

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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

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

- 8. 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.

- 9. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
Bob Lesser, a former colleague of mine at the New York City Department of Education, contacted me and invited me to serve as a member of the board of the proposed charter school if it becomes chartered.

- 10. Please explain why you wish to serve on the board.
Having worked in New York City education reform for almost a decade in a formal capacity, first as

an elementary school teacher and then in a policy-role at the NYCDOE, I am eager to return to more direct contact with schools and school leadership, which I believe this position would provide. Further, I support the school's mission and would like to help it grow and meet its goals.

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

I am currently finishing out my term as a Board of Advocates member of Citizen Schools-New York, a national nonprofit that works with urban middle schools to provide enrichment. This experience has introduced me to the range of responsibilities and commitments that accompany the position of Board member including regular meetings and public events.

12. 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:

Bob Lesser is a former colleague of mine at the New York City Department of Education and an employee of Replications, Inc., the proposed partner.

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:
Bob Lesser is a former colleague of mine at the New York City Department of Education and an employee of Replications, Inc., the proposed partner.
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.

First I would spent time investigating the situation in order to get greater clarity about what is happening and whether or not my suspicion is warranted and calls for further action. If my suspicion is confirmed with additional information/evidence, I would raise my concern to the appropriate person/people and request a transparent discussion, and if necessary, investigation of the matter.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter School is to provide a rigorous academic program and highly supportive school environment, which prepares students to succeed in high school, college and their future careers. The School's vision is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st century.

18. Please explain your understanding of the educational program of the charter school.
The Mott Hall Charter School is a replication of the original Mott Hall School, a gifted program located in Washington Heights that is consistently ranked as one of the top middle schools in New York City. Building on this success, Replications, Inc., a non-profit organization specializing in school startup and support, worked with the NYC Department of Education to open four Mott Hall middle schools and two Mott Hall high schools. The replication schools maintain the same high academic standards while replacing the academic screens of the original Mott Hall with an open admissions process. For example, at Mott Hall Bronx High School, one of the most recent replication schools, 92% of its senior class is expected to graduate this June. This is significantly higher than the City's overall graduation rate of 62% in four years.

The key to Mott Hall Charter School's success is the establishment of a school culture that focuses all staff, students, and parents on a shared vision of high academic standards, strong values that lead to healthy personal development, and a culture of success, which communicates to ALL students that they can and will succeed.

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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A board member of a public charter school is responsible for the school's governance. While Board members are not directly involved in the daily school administration, they are tasked with a

general oversight role to ensure that the school complies with its charter, achieves its academic goals, and supports all students to reach high educational attainment.

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

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE MOTT HALL CHARTER SCHOOL BOARD MEMBERS

Name: Dr. Brenda Bravo

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] [REDACTED] [REDACTED]

Personal E-Mail/Fax:

Business Address: n/a (retired)

Business E-Mail/Fax: n/a

Charter School Name: Mott Hall 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.):

Trustee, Chair

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 have known the educational service provider (PSO), Replications, since our work together in the mid 90’s. We worked together in Community School District Nine to create new schools. CSD 9 had been targeted by the State Education Department for its many low performing schools. Replications was one of the organizations contracted to create new schools as we phased out or

closed low performing schools.

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

I believe that charter schools provide another option to parents of public school children. Education is certainly a way out of poverty and a way for students to "make it" and come back to the community where they grew up, and improve living conditions. As new schools are created, including charters, I believe they need governance and support from experienced educators. I have been in public service for over thirty years; it's a hard habit to break.

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 was appointed to serve as one of three Trustees by Chancellor Fernandez in CSD 12 when that Board was suspended.

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.

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.

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 do not know any such persons.

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

I do not know any such persons.

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.

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.

Yes:

Dr. John Elwell is a former colleague of mine at the New York City Department of Education and an employee of Replications, Inc., the proposed partner.

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 have no such interest.

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 do not anticipate conducting any such business.

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.

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.

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

First step is to investigate and see if there is any evidence to support the suspicions. It would then be a matter of bringing the information to the appropriate office and request an investigation of the matter. I understand the importance of Conflict of Interest policies for organizations, especially

nonprofit organizations, and the need to have transparent reporting of conflicts for tax and ethical reasons.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. The vision of Mott Hall Charter School is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st Century.
18. Please explain your understanding of the educational program of the charter school.
The school will accomplish its mission through the education program. The program will be interdisciplinary, and have a liberal arts curriculum, employing a longer instructional day and year. It will implement the International Baccalaureate Program AVID Advisory program, and Sanctuary culture mode. Technology will be infused in the curriculum as well as the arts program and it will have a service learning component. Since teachers most influence students achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.
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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A board member of a public charter school is responsible for the governance of the school. Members are not involved in the day-today activities of the staff, but instead provide guidance, oversight, and support to ensure that the school achieves its goals and reaches its vision for the youth it serves. The board is responsible for proper financial oversight, ensuring adequate resources, ensuring legal and ethical integrity and maintenance of accountability, effective organizational planning, enhancing the school's public standing and supporting the principal.
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.
22. Please provide any other information that you feel is pertinent to the Department's review.

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE MOTT HALL CHARTER SCHOOL BOARD MEMBERS

Name: Sarah Calderon

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 928 Simpson Street, Bronx, NY 10459

Business E-Mail/Fax: scalderon@casita.us/ 718-842-4622

Charter School Name: Mott Hall 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.):

Trustee _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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

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

- 14. 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.

- 15. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I have known the educational service provider (PSO), Replications, for a few years, as they have worked as the PSO for one of Casita’s ArtsPartner schools, PS/IS 50 Vito Marcantonio in East Harlem. Casita has a printmaking and digital arts studio on the third floor of that school and we

deliver arts education classes throughout the school year during the school day. I was lucky to be in many of the meetings between Replications support staff and the principal of the school – planning for the year, executing the first few weeks of school with a new concept for the middle school, and working on professional development opportunities for the staff. Prior to that, I had worked closely with one of Replications’ staff members when I was working at the NYC Department of Education in the Office of Arts and Special Projects and was always impressed with the vast knowledge that he had acquired about opening new schools at the Office of Portfolio Development. Casita Maria, where I am the Executive Director, is located in a neighborhood where Bronx Community Charter School is seeking to be housed.

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

I believe strongly in public education as well as the power of charter schools to change the face of that education. While I don’t believe that charter schools are the only answer to education reform, I believe that they are an important piece of the puzzle if implemented properly. I believe that education is the answer to eradicating poverty. At the same time, I believe all schools – charter and non-charter – need governance and support and a brain trust to help them move forward, not become stagnant and negotiate the waters of the community and the city.

17. 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):

For three years, I served on the board of Opera Piccola, a nonprofit arts education organization in Oakland, California. In addition, in my position as Executive Director of Casita Maria Center for Arts and Education, I report to a 22-member Board of Directors. In addition, I have served on a variety of advisory boards for grants and initiatives.

18. 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:

I am a former colleague of Bob Lesser, Replications.

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:

There is a possibility that Casita Maria will provide in-kind arts education services for the school, but this is not confirmed.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would first investigate to establish any evidence that exists to support my suspicions. I would then bring my concern to the appropriate body and request a full and open discussion and investigation of the matter. I understand the importance of Conflict of Interest policies for organizations, especially nonprofit organizations, and the need to have transparent reporting of conflicts for tax and ethical reasons.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter School (MHCS or the School) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. The vision of Mott Hall Charter School is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st century.
18. Please explain your understanding of the educational program of the charter school.
This mission will be accomplished this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model, technology infusion, an enriched arts program, and service learning. Since teachers most influence student achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.
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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

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

A board member of a public charter school is responsible for the governance of the school. Members are not involved in the day-to-day activities of the staff, but instead provide guidance, oversight, and support to ensure that the school achieves its goals and reaches its vision for the youth it serves. The board is responsible for proper financial oversight, ensuring adequate resources, ensuring legal and ethical integrity and maintenance of accountability, effective organizational planning, enhancing the school's public standing and supporting the principal.

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.
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: Xenia Cox

Daytime Telephone:

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address:

Business E-Mail/Fax:

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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 have been acquainted with Replications staff as a result of my design and planning work on projects in the Bronx with the New York City School Construction Authority and the New York City Department of Education. Mr. Robert Lesser of Replications brought this wonderful opportunity to my attention.
4. Please explain why you wish to serve on the board.
I have had the honor of working on school design policy and planning through previous

professional commitments, and would love the opportunity to be helpful directly to this charter school. I believe strongly in the Replications model and believe my experience would be particularly useful to supporting problem-solving and policy-making around facilities and other operational issues.

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:
I am a former colleague of Bob Lesser, Replications.
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.
In such an instance, I would bring the matter to the attention of a trusted subset of the Board for direct discussion and resolution with the suspect member(s), with a goal of an immediate cessation of related activities and full disclosure to the entire board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter Schools is to leverage rigorous and exceptional interdisciplinary academics and positive school culture, as well as other supports, to prepare its students for success and leadership in high school, university, community and career.
18. Please explain your understanding of the educational program of the charter school.
The educational program at MHCS is based on a liberal arts curriculum infused with integrated technology and arts, enriched by AVID advisory, International Baccalaureate program, and service learning.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Every board member has a responsibility to ensure that the charter school is fulfilling its mission and goals and its commitment to provide the best possible education for the students. The board's summative responsibility is to provide high-level and high-quality guidance and oversight to the school's leadership.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.
22. Please provide any other information that you feel is pertinent to the Department's review.

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE MOTT HALL CHARTER SCHOOL BOARD MEMBERS

Name: Marco A. Carrión

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 633 3rd Ave, 38th Floor, New York 10017

Business E-Mail/Fax: 212-681-7666

Charter School Name: Mott Hall 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.):

Trustee _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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.
The proposed school came to my attention during my work as NYC Director of Intergovernmental Affairs for the NYS Governor, where I am responsible for keeping abreast of community concerns, events and projects. I served as the Governor’s Bronx Borough Director, so I have always had a great

focus on that Borough.

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

As a graduate of the New York City public school system, I strongly believe in the transformative power of public education. As our educational system undergoes reforms to reflect the demands of the 21st century, the "charter school", if implemented properly, will be one of the laboratories in which these reforms are tested and potentially introduced. Education has always acted as a leveling tool with regards to the acknowledged inequalities of our society. However, this tool and its manifestations always require great and steady stewardship to keep on its course.

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:
I am a former classmate of Bob Lesser, a staffer at Replications.
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 take these types of situations very seriously. I would attempt to gather evidence to establish

whether my beliefs were indeed rooted in fact. If I felt I had the necessary amount of evidence, I would then take my concerns to the proper reporting body and request an open and thorough investigation into the matter. This is necessary to maintain confidence in any organization.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of the Mott Hall Charter School (MHCS or the School) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. The vision of Mott Hall Charter School is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st century.
18. Please explain your understanding of the educational program of the charter school.
This mission will be accomplished this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model, technology infusion, an enriched arts program, and service learning. Since teachers most influence student achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.
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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
Much like the members of a corporate board, board members of a public charter school are responsible for the "big picture" governance of the school, not day-to-day involvement. Board members should provide advice, guidance, and support to teachers and administrators. They must also help the administrators and staffs remain focused on the declared goals and over arching vision of the school. The board is responsible for financial oversight, ensuring proper resources, ensuring legal and ethical integrity and maintenance of accountability, effective organizational planning, enhancing the school's public standing and supporting the principal.
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.

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

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE MOTT HALL CHARTER SCHOOL BOARD MEMBERS

Name: Margo DelliCarpini

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468

Business E-Mail/Fax: margo.dellicarpini@lehman.cuny.edu

Charter School Name: Mott Hall 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.):

Trustee _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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.
A colleague in the Department of Middle and High School Education asked me if I might be interested in working on a Charter School Project that involved an ELL component. I indicated that I would be and she (Jessica Shiller) forwarded my contact information to Robert Lesser, with

whom I spoke at length, and felt that this would be a project that I could contribute to.

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

My experience in education ranges from working in public, grant funded and for profit educational programs. I have developed over the years a strong sense of what qualities must be present in order for education to be successful I believe that my background experiences and education would make me a valuable member of the Board, and my expertise and commitment to learning and teaching and English Language Learners will enhance the outcomes for the Charter School and the students it serves.

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.
I would determine if there were merit to this claim, then I would notify the appropriate individuals and provide them with all of the information and supporting evidence that I had so that proper

steps could be taken to rectify the situation.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
My understanding of the school's mission is that student success is at the core of all activities and initiatives in the school. Through an interdisciplinary approach, the school will work to prepare learners for academic achievement, at the secondary level and beyond. In addition to high academic standards, the school strives to promote a positive learning culture and educate the 'whole learners' for the types of social, career, and academic opportunities that exist in the 21st Century's global community.
18. Please explain your understanding of the educational program of the charter school.
My understanding is primarily of the ELL service component. The school will undertake a comprehensive identification process that goes beyond the state exam (NYSESLAT) to ensure that proper placement and support are in place for these students. The students will be provided with remedial services where deficits exist. In terms of the model of instruction, the ELLs will be in a structured immersion program with comprehensive supports to create a context for success. Based on the interdisciplinary nature of the school teacher collaboration between ESL and content teachers would most effectively ensure that the ELLs are being exposed to appropriate and high quality instruction in a supportive and sheltered way. The development of academic language (in English) and skills is at the core of the educational program for ELLs.
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.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
I understand that the Board acts as the governing board for the Charter School and works collaboratively and in conjunction with stakeholders to shape and inform policy.
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.
22. Please provide any other information that you feel is pertinent to the Department's review.
I have been working in the educational field in a variety of capacities since 1999. I have experience teaching English language learners (Ells) from the birth through University level. In addition, I have obtained and coordinated educational grants and coordinated educational programs. I have

permanent NYSED certification in TESOL (N-12) and School District Administration (SDA) and provisional certification in building level administration (SAS). Currently, I am an Assistant Professor of TESOL at Lehman College and the Chair of the Department of Middle and High School Education. In my role at Lehman I work with teacher certification candidates and research TESOL teacher education with a focus on collaboration and co-teaching between ESL and mainstream teachers. I have also worked as an Adjunct Professor for a for profit university, and in this capacity I was able to see first hand how an entity other than a public one can effectively administer quality education. I am happy to have had this experience since it has allowed me to develop my own ideas about what effective education looks like and who can effectively provide services to students.

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE MOTT HALL CHARTER SCHOOL BOARD MEMBERS

Name: Dr. Ramon Namnun

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: High School of World Cultures, 1300 Boynton Avenue, Bronx, NY 10472

Business E-Mail/Fax: [ramunun@schools.nyc.gov/\(718\)860-8110](mailto:ramunun@schools.nyc.gov/(718)860-8110)

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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 have been the Principal of High School for World Cultures (HSWC), an ELL focused school in the Bronx, since 2003. Replications, Inc is the Partnership Support Organization that has been providing support to our school for the last 3 years. I came to learn of the proposed Mott Hall

Charter School through conversations with Replications staff and they put me in touch with the planning team to discuss possible board membership.

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

I am committed to public education and to students from the Bronx, particularly those that are English Language Learners. I am also excited about the prospects of working with other highly qualified board members in a thoughtful and conscientious way to create and run a school which addresses the needs of students and the community at large.

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

I am currently a Board Member of CSA Executive 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:

Patrick Awosogba and I are both part of the Replications, Inc. PSO and as such know each other as principals who are part of the same school support network.

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:

I know David Tinagero, the proposed leader of the school, as he is also a member of the same School Support Organization as I am.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal, not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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:

Replications Inc is my School Support Organization. As a School Support Organization, the principal not Replications is in charge. As such our school has contracted with Replications for a range of support services.

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

None. Yes:

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

I would report the concern to the Board at large for immediate action.

Educational Philosophy

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

The mission of the Mott Hall Charter School (MHCS or the School) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. The vision of Mott Hall Charter School is to lay the academic and social foundation for graduates to attend and thrive in the City's best high schools, the nation's top colleges and ultimately to become leaders who are capable of shaping the world in the 21st century.

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

The educational program is an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model, technology infusion, an enriched arts program, and service learning. Since teachers most influence student achievement, Mott Hall Charter School seeks and develops hardworking and reflective faculty who are committed to urban school reform, and are capable of building positive school culture, designing exceptional curriculum, and continuously improving student outcomes through team work.

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.

There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

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

As a Charter School Board Member my function is to provide oversight on all issues related to the successful functioning of the school including academics, youth development, operations, fiscal,

etc.

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.
22. Please provide any other information that you feel is pertinent to the Department's review.
I strongly believe that the Mott Hall Charter School will provide an exceptional service to the community at large. The benefit to students and parents will be immeasurable. Finally, the expertise and experiences of the Board Members in combination with the leadership is a formula for success.

FORM 4: REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

Name: Peter Oroszlany

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax:

Business Address: Mott Hall V, 1551 East 172nd Street, Bronx, NY, 10472

Business E-Mail/Fax: poroszl@schools.nyc.gov/718-620-8161

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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 have known the applicants for several years; I am especially impressed with the work of the educators who have been involved in the planning of the Mott Hall Charter School.
4. Please explain why you wish to serve on the board.
Having written the proposal for the Mott Hall V Middle School and been its founding principal, as well as having friends as residents of the community in which the Mott Hall Charter School is

being planned, and having devoted my professional life to improving public education for young children, I am delighted to lend my educational expertise to this charter school and this extraordinary group of educators who are following in that path.

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:
Replications helped to start Mott Hall V several years ago.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would first investigate to find whatever evidence exists to support my suspicion. I would bring my concern to the appropriate body and request a full and open discussion of the matter.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The school's mission is to educate all children: to attain the knowledge and skills outlined in the

New York State Standards for Learning, to become critical and creative thinkers, to become responsible citizens of our democracy, to discover and build on their strengths, and to use and celebrate their family, community, and cultural backgrounds.

18. Please explain your understanding of the educational program of the charter school.
The Mott Hall Charter School will provide an educational program that offers active learning experiences in meaningful, purposeful contexts for all children. It will be responsive to the diverse needs and learning styles of its students. The literacy, mathematics, social studies and science programs are strongly influenced by constructivist theory – that learners construct understandings in the course of engaging in activities and relationships and that through these activities and relationships new information combines with prior knowledge and experience to develop new understandings. While there will be specific times in the educational program for teaching in the specific content areas, there will also be opportunities for learning to take place through the integration of the disciplines in real-life problems and tasks. Continuous assessment of learners based on observations of them at work in the classroom as well as their classroom work, performances, and test results will inform instruction and support learning.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
There are four key areas that must be attended to for a charter school to be successful: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. The board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
There are two main reasons why I wish to serve on this board. Our local area has had a long history of neighborhood organizing and improvement, and I have taken part in a number of these efforts, through volunteering in projects at the local university during the mid-1990s, working at a neighborhood housing group, and taking an active role in a number of neighborhood organizing efforts in recent years. The Mott Hall Charter School will build on this history of neighborhood and community activism in their overall philosophy and curriculum, something I find very unique and exciting.
- Secondly, the holistic approach of this proposed school and the extensive experience of the planning team, which has already had a huge impact on many neighborhood children in past years through the school they were involved in, and the testimonies of parents whose children have benefited from this experience is truly moving. Helping to create a new school where this type of education can continue will be a great service to hundreds of local children who deserve a better education than what is available currently.*

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.

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: Natalie Thompson

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Goldman Sachs & Co, New York, NY

Business E-Mail/Fax: 212-428-4606

Charter School Name: Mott Hall 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.):

Trustee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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 found out about this proposed charter from Bob Lesser. Bob and I have had extensive conversations on how much more we can do in the NYC educational system to open the minds of those in underserved communities. If we did, we would essentially change the trajectory of the lives of so many young people.

4. Please explain why you wish to serve on the board.
I found out about this proposed charter from Bob Lesser. Bob and I have had extensive conversations on how much more we can do in the NYC educational system to open the minds of those in underserved communities. If we did, we would essentially change the trajectory of the lives of so many young people.

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):

Served on the Society of Women's Engineers (SWE) Board for two consecutive terms as a strategic advisor to the 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:

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 raise the concern with the individual and the board. Evaluate if the concern is in fact an issue not in accordance with the spirit and letter of the by laws. Seek advice from external counsel and deal with the matter in an expeditious manner.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
To create a comprehensive multi-disciplinary learning environment based on the Mott Hall middle school model that actively involves teachers, parents and the community in the academic and social-emotional development of all students.
18. Please explain your understanding of the educational program of the charter school.
My understanding is that this Charter would create a learning environment where learning is progressive, experiential and holistic. A liberal arts approach that incorporates technology across disciplines.
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 my opinion, there are four key of focus in order to ensure success in a charter school: Curriculum, Instruction and Assessment; Youth Development; Organizational Development and Operations; and Human Capital. That said, the board will ensure that an Essential Features plan is in place for each one of these areas and using relevant data will regularly monitor the implementation of the school's Essential Features plan. The board will hold the principal and CMO accountable as well as use its expertise and access to additional resources to ensure that progress is made in each key area and that the school achieves its target performance and student outcome goals.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
*Comply with the mission/vision of the school charter
Fiduciary oversight
Develop sustainable funding strategies for the School
Review and approve programming and staffing*
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.
22. Please provide any other information that you feel is pertinent to the Department's review.



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

Mott Hall Charter School

Contact Name:	Bob Lesser
Contact Email:	blessor@replications.org
Contact Phone:	917-526-2746

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

Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	150,000
Total Expenses	150,000
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-
	START-UP PERIOD

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
New York City	12,443	-
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)	12,443	-
Special Education Revenue		-
Grants		-
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-

LOCAL and OTHER REVENUE

Contributions and Donations	-	
Fundraising	150,000	Replications, Inc. Fundraising
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	150,000	

TOTAL REVENUE	150,000
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Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

			DESCRIPTION OF ASSUMPTIONS
Total Revenue	150,000		
Total Expenses	150,000		
Net Income	-		
Actual Student Enrollment	-		
Total Paid Student Enrollment	-		
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management	1.00	10,000	Stipend for Principal
Instructional Management	-	-	
Deans, Directors & Coordinators	1.00	5,000	Stipend for Lead Social Worker
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	5,000	Stipend for Dir of Ops
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	20,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	4.00	8,000	Stipends for Lead Content Teachers
Teachers - SPED	1.00	2,000	Stipend for SPED Teacher
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	5.00	10,000	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	30,000	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		-	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		-	
TOTAL PERSONNEL SERVICE COSTS	8.00	30,000	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		25,000	Website design, Technology consulting
TOTAL CONTRACTED SERVICES		25,000	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		25,000	hardware and software
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		60,500	Training (IB, AVID, Sanctuary, UBD)
Staff Recruitment		1,500	recruitment materials, posting fees, recruitment fair costs
Student Recruitment / Marketing		3,000	Brochures, translation, advertising fees
School Meals / Lunch		-	
Travel (Staff)		5,000	Conferences, retreats
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		95,000	
FACILITY OPERATION & MAINTENANCE			
Insurance		-	
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	
DEPRECIATION & AMORTIZATION			
		-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			
		-	
TOTAL EXPENSES		150,000	
NET INCOME		-	

Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	150,000	
Total Expenses	150,000	DESCRIPTION OF ASSUMPTIONS
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

New York City	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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Mott Hall Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2011 to June 30, 2011

	50,000	-	50,000	-	50,000	-	150,000
Total Revenue	50,000	-	50,000	-	50,000	-	150,000
Total Expenses	18,417	26,417	16,417	26,417	41,417	20,917	150,000
Net Income	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
New York City	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	50,000	-	50,000	-	50,000	-	150,000
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	50,000	-	50,000	-	50,000	-	150,000
TOTAL REVENUE	50,000	-	50,000	-	50,000	-	150,000

Mott Hall Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2011 to June 30, 2011

	50,000	-	50,000	-	50,000	-	150,000
Total Revenue	50,000	-	50,000	-	50,000	-	150,000
Total Expenses	18,417	26,417	16,417	26,417	41,417	20,917	150,000
Net Income	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	1,667	1,667	1,667	1,667	1,667	10,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	833	833	833	833	833	5,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	833	833	833	833	833	5,000
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	3,333	3,333	3,333	3,333	3,333	20,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	1,333	1,333	1,333	1,333	1,333	8,000
Teachers - SPED	1.00	333	333	333	333	333	2,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	5.00	1,667	1,667	1,667	1,667	1,667	10,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	5,000	5,000	5,000	5,000	5,000	30,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	8.00	5,000	5,000	5,000	5,000	5,000	30,000
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titelium Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	10,000	-	10,000	-	5,000	25,000
TOTAL CONTRACTED SERVICES	-	10,000	-	10,000	-	5,000	25,000
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	25,000	-	25,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	10,083	10,083	10,083	10,083	10,083	10,083	60,500
Staff Recruitment	500	500	-	250	250	-	1,500
Student Recruitment / Marketing	2,000	-	500	250	250	-	3,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	833	833	833	833	833	833	5,000
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	13,417	11,417	11,417	11,417	36,417	10,917	95,000
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	18,417	26,417	16,417	26,417	41,417	20,917	150,000
NET INCOME	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	31,583	(26,417)	33,583	(26,417)	8,583	(20,917)	-

Mott Hall Charter School PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * July 1, 20XX to June 30, 20XX													
* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
New York City	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

**Mott Hall Charter School
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *
July 1, 20XX to June 30, 20XX**

* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
Executive Management	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	4.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	5.00	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	8.00	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,347,048	121,218	-	231,141	-	1,699,407
Total Expenses	954,726	41,677	-	-	754,400	1,750,803
Net Income	392,322	79,541	-	231,141	(754,400)	(51,396)
Actual Student Enrollment	88	12				100
Total Paid Student Enrollment	-	-				-

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

REVENUE
REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS
New York City	12,443	1,244,300	-	-	-	-	1,244,300	2009-10 PPR for NYC for 100 students
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)	12,443	1,244,300	-	-	-	-	1,244,300	
Special Education Revenue		-	121,218	-	-	-	121,218	59%, and 2 > 60% of the day.
Grants		-	-	-	-	-	-	
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Other		95,300	-	-	-	-	95,300	NYC fixed and variable start-up grants
Other		7,448	-	-	-	-	7,448	For NYSTL, NYSSL, NYSLIBL
TOTAL REVENUE FROM STATE SOURCES		1,347,048	121,218	-	-	-	1,468,266	
REVENUE FROM FEDERAL FUNDING		-	-	-	-	-	-	
IDEA Special Needs		-	-	-	-	-	-	
Title I		-	-	-	131,141	-	131,141	Based on 90% Free and Reduced Lunch Projection
Title Funding - Other		-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants		-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	131,141	-	131,141	
LOCAL and OTHER REVENUE		-	-	-	-	-	-	
Contributions and Donations		-	-	-	-	-	-	
Fundraising		-	-	-	100,000	-	100,000	
Erate Reimbursement		-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	100,000	-	100,000	
TOTAL REVENUE		1,347,048	121,218	-	231,141	-	1,699,407	

Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,347,048	121,218	-	231,141	-	1,699,407
Total Expenses	954,726	41,677	-	-	754,400	1,750,803
Net Income	392,322	79,541	-	231,141	(754,400)	(51,396)
Actual Student Enrollment	88	12				100
Total Paid Student Enrollment						-

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

EXPENSES

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	-	-	-	-	133,620	133,620
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	-	-	-	-	85,000	85,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	85,000	85,000
Administrative Staff	0.80	-	-	-	-	20,000	20,000
TOTAL ADMINISTRATIVE STAFF	3.80	-	-	-	-	323,620	323,620

Principal - Based on NYC DOE middle school principal salary
 Lead Social Worker
 Director of Operations
 Administrative Assistant

INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	420,000	-	-	-	-	420,000
Teachers - SPED	0.30	-	18,000	-	-	-	18,000
Substitute Teachers	-	5,250	-	-	-	-	5,250
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	2.30	138,000	-	-	-	-	138,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	9.60	563,250	18,000	-	-	-	581,250

Includes 2 ELA, 2 Math, 1 Science, 1 Social Studies, 1 Foreign Language teacher
 \$150/day for estimated 35 days of coverage
 Includes .3 ELL, Music, Technology, Physical Education and 1 Art teacher

NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		-	-	-	-	-	-
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	13.40	563,250	18,000	-	-	323,620	904,870
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PAYROLL TAXES AND BENEFITS							
Payroll Taxes		43,089	1,377	-	-	24,757	69,223
Fringe / Employee Benefits		84,488	2,700	-	-	48,543	135,731
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		127,576	4,077	-	-	73,300	204,953

7.65% FICA
 15% for medical, dental, vision, UI, Disability

TOTAL PERSONNEL SERVICE COSTS	13.40	690,826	22,077	-	-	396,920	1,109,823
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CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	124,430	124,430
Nurse Services		-	-	-	-	21,000	21,000
Food Service / School Lunch		-	-	-	-	57,000	57,000
Payroll Services		-	-	-	-	2,400	2,400
Special Ed Services		-	-	-	-	-	-
Titement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	30,000	30,000
TOTAL CONTRACTED SERVICES		-	-	-	-	254,830	254,830

Based on 10% PPR
 5 FTE nurse
 Food Services staff (\$19k/staff, 3 staff/150 students)
 Technology services

SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		8,800	-	-	-	-	8,800
Special Ed Supplies & Materials		-	1,200	-	-	-	1,200
Textbooks / Workbooks		13,200	1,800	-	-	-	15,000
Supplies & Materials other		8,800	1,200	-	-	14,500	24,500
Equipment / Furniture		50,000	-	-	-	10,000	60,000
Telephone		-	-	-	-	-	-
Technology		65,500	4,000	-	-	42,850	112,350
Student Testing & Assessment		15,000	-	-	-	-	15,000
Field Trips		13,200	1,800	-	-	-	15,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	6,000	6,000
Staff Development		45,000	5,000	-	-	-	50,000
Staff Recruitment		3,000	1,000	-	-	1,000	5,000
Student Recruitment / Marketing		4,400	600	-	-	-	5,000
School Meals / Lunch		-	-	-	-	18,300	18,300
Travel (Staff)		12,000	3,000	-	-	-	15,000
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	10,000	10,000
TOTAL SCHOOL OPERATIONS		238,900	19,600	-	-	102,650	361,150

\$100/student
 \$100/student
 \$150/student
 Library materials, Sports Equipment - \$2K, Music/Art/Science supplies - \$125/student
 equipment
 DOE facility
 comp/staff, copier, 2 faxes, 10K server, \$10k network program \$3k internet access
 PowerSchool
 \$150/student for field trips, Saturday Academy, and Summer session
 \$60/student
 Includes IB, AVID, Sanctuary and other on-going training
 \$183/student
 Travel for trainings and conferences
 Subscription costs for Sanctuary, AVID, etc.

FACILITY OPERATION & MAINTENANCE							
Insurance		25,000	-	-	-	-	25,000
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		25,000	-	-	-	-	25,000

DOE Facility
 DOE Facility
 DOE Facility
 DOE Facility
 DOE Facility
 DOE Facility

DEPRECIATION & AMORTIZATION		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-

TOTAL EXPENSES		954,726	41,677	-	-	754,400	1,750,803
NET INCOME		392,322	79,541	-	231,141	(754,400)	(51,396)

Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,347,048	121,218	-	231,141	-	1,699,407
Total Expenses	954,726	41,677	-	-	754,400	1,750,803
Net Income	392,322	79,541	-	231,141	(754,400)	(51,396)
Actual Student Enrollment	88	12	-	-	-	100
Total Paid Student Enrollment	-	-	-	-	-	-

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

New York City	88	12	-	-	-	100
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL ENROLLMENT	88	12	-	-	-	100

REVENUE PER PUPIL	15,307	10,102	-	-	-	16,994
EXPENSES PER PUPIL	10,849	3,473	-	-	-	17,508

Mott Hall Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2011 to June 30, 2012

Total Revenue	322,886	32,785	227,586	-	310,372	3,724	227,586	-	264,096	-	310,372	-	1,699,407
Total Expenses	254,579	140,884	154,323	127,128	132,866	135,128	156,323	116,128	160,323	120,628	133,866	118,628	1,750,803
Net Income	68,308	(108,099)	73,264	(127,128)	177,505	(131,404)	71,264	(116,128)	103,773	(120,628)	176,505	(118,628)	(51,396)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	68,308	(108,099)	73,264	(127,128)	177,505	(131,404)	71,264	(116,128)	103,773	(120,628)	176,505	(118,628)	(51,396)

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
New York City	12,443												
School District 2 (Enter Name)	207,383	-	207,383	-	207,383	-	207,383	-	207,383	-	207,383	-	1,244,300
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)	12,443												
Special Education Revenue	20,203	-	20,203	-	20,203	-	20,203	-	20,203	-	20,203	-	121,218
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	95,300	-	-	-	-	-	-	-	-	-	-	-	95,300
Other	-	-	-	-	-	3,724	-	-	3,724	-	-	-	7,448
TOTAL REVENUE FROM STATE SOURCES	322,886	-	227,586	-	227,586	3,724	227,586	-	231,310	-	227,586	-	1,468,266
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	32,785	-	-	32,785	-	-	-	32,785	-	32,785	-	131,141
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	32,785	-	-	32,785	-	-	-	32,785	-	32,785	-	131,141
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	50,000	-	-	-	-	-	50,000	-	100,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	50,000	-	-	-	-	-	50,000	-	100,000
TOTAL REVENUE	322,886	32,785	227,586	-	310,372	3,724	227,586	-	264,096	-	310,372	-	1,699,407

Mott Hall Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2011 to June 30, 2012

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTAL
Total Revenue	322,886	32,785	227,586	-	310,372	3,724	227,586	-	264,096	-	310,372	-	1,699,407			
Total Expenses	254,579	140,884	154,323	127,128	132,866	135,128	156,323	116,128	160,323	120,628	133,866	118,628	1,750,803			
Net Income	68,308	(108,099)	73,264	(127,128)	177,505	(131,404)	71,264	(116,128)	103,773	(120,628)	176,505	(118,628)	(51,396)			
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-			
Net Income	68,308	(108,099)	73,264	(127,128)	177,505	(131,404)	71,264	(116,128)	103,773	(120,628)	176,505	(118,628)	(51,396)			
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL			
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
	No. of Positions															
Executive Management	1.00	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	11,135	133,620
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000	
Administrative Staff	0.80	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	
TOTAL ADMINISTRATIVE STAFF	3.80	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	26,968	323,620
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	7.00	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	420,000
Teachers - SPED	0.30	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Substitute Teachers	-	-	-	525	525	525	525	525	525	525	525	525	525	525	525	5,250
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.30	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	138,000	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	9.60	48,000	48,000	48,525	48,525	48,525	48,525	48,525	48,525	48,525	48,525	48,525	48,525	48,525	48,525	581,250
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	13.40	74,968	74,968	75,493	75,493	75,493	75,493	75,493	75,493	75,493	75,493	75,493	75,493	75,493	75,493	904,870
PAYROLL TAXES AND BENEFITS																
Payroll Taxes		5,735	5,735	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	5,775	69,223
Fringe / Employee Benefits		11,245	11,245	11,324	11,324	11,324	11,324	11,324	11,324	11,324	11,324	11,324	11,324	11,324	11,324	135,731
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		16,980	16,980	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	204,953
TOTAL PERSONNEL SERVICE COSTS	13.40	91,949	91,949	92,593	92,593	92,593	92,593	92,593	92,593	92,593	92,593	92,593	92,593	92,593	92,593	1,109,823
CONTRACTED SERVICES																
Accounting / Audit		-	-	-	7,500	-	-	-	-	-	-	-	-	-	7,500	15,000
Legal		2,000	-	-	-	2,000	-	-	-	-	-	-	-	-	1,000	5,000
Management Company Fee		20,738	-	20,738	-	20,738	-	20,738	-	20,738	-	20,738	-	20,738	-	124,430
Nurse Services		-	-	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	21,000
Food Service / School Lunch		4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	57,000
Payroll Services		200	200	200	200	200	200	200	200	200	200	200	200	200	2,400	
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	
TOTAL CONTRACTED SERVICES		30,188	7,450	30,288	17,050	32,288	9,550	30,288	9,550	30,288	9,550	31,288	17,050	254,830		
SCHOOL OPERATIONS																
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		4,400	4,400	-	-	-	-	-	-	-	-	-	-	-	-	8,800
Special Ed Supplies & Materials		600	600	-	-	-	-	-	-	-	-	-	-	-	-	1,200
Textbooks / Workbooks		10,000	-	-	-	-	5,000	-	-	-	-	-	-	-	-	15,000
Supplies & Materials other		12,500	10,000	-	-	-	-	2,000	-	-	-	-	-	-	-	24,500
Equipment / Furniture		40,000	-	-	-	-	20,000	-	-	-	-	-	-	-	-	60,000
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		25,000	1,544	25,000	1,544	1,544	1,544	25,000	1,544	25,000	1,544	1,544	1,544	1,544	112,350	
Student Testing & Assessment		15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Field Trips		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000	
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000	
Staff Development		15,000	15,000	-	7,000	-	-	4,000	4,000	5,000	-	-	-	-	-	50,000
Staff Recruitment		-	-	-	-	-	-	-	-	2,000	2,000	2,000	2,000	1,000	5,000	
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch		1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	1,525	18,300	
Travel (Staff)		5,000	5,000	-	2,500	-	-	-	-	2,500	-	-	-	-	15,000	
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other		833	833	833	833	833	833	833	833	833	833	833	833	833	10,000	
TOTAL SCHOOL OPERATIONS		130,358	39,402	29,358	15,402	5,902	30,902	31,358	11,902	35,358	16,402	7,902	6,902	6,902	361,150	
FACILITY OPERATION & MAINTENANCE																
Insurance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
DEPRECIATION & AMORTIZATION																
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		254,579	140,884	154,323	12											

**Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,699,407	3,126,076	4,564,829	4,514,838	4,514,838
Total Expenses	1,750,803	3,083,377	4,330,649	4,295,526	4,420,976
Net Income (Before Cash Flow Adjustments)	(51,396)	42,699	234,180	219,312	93,862
Actual Student Enrollment	100	200	300	300	300
Total Paid Student Enrollment	-	-	-	-	-

Year 1	Year 2	Year 3	Year 4	Year 5
2011	2012	2014	2015	2016

***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

		Per Pupil Revenue Percentage Increase				
		0.0%	0.0%	0.0%	0.0%	0.0%
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
New York City	12,443	1,244,300	2,488,600	3,732,900	3,732,900	3,732,900
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)	12,443	1,244,300	2,488,600	3,732,900	3,732,900	3,732,900
Special Education Revenue		121,218	242,436	363,645	363,654	363,654
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		95,300	-	-	-	-
Other		7,448	14,976	22,464	22,464	22,464
TOTAL REVENUE FROM STATE SOURCES		1,468,266	2,746,012	4,119,009	4,119,018	4,119,018
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	41,184	-	-	-
Title I		131,141	263,880	395,820	395,820	395,820
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		131,141	305,064	395,820	395,820	395,820
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		100,000	75,000	50,000	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		100,000	75,000	50,000	-	-
TOTAL REVENUE		1,699,407	3,126,076	4,564,829	4,514,838	4,514,838

NYC fixed and variable start-up grant
NYSTL, NYSSL, NYSLIBL

**Mott Hall Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,699,407	3,126,076	4,564,829	4,514,838	4,514,838
Total Expenses	1,750,803	3,083,377	4,330,649	4,295,526	4,420,976
Net Income (Before Cash Flow Adjustments)	(51,396)	42,699	234,180	219,312	93,862
Actual Student Enrollment	100	200	300	300	300
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2011	Year 2 2012	Year 3 2014	Year 4 2015	Year 5 2016
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EXPENSES		No. of Positions	Year 1 2011	Year 2 2012	Year 3 2014	Year 4 2015	Year 5 2016	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1.00		133,620	133,620	137,629	137,629	141,757	Principal with 3%COLA every 2 years
Instructional Management	-		-	-	-	-	-	
Deans, Directors & Coordinators	1.00		85,000	150,000	152,550	219,500	293,035	Lead Social Worker, Dean of Students Year 2 with 3% COLA every 2 years
CFO / Director of Finance	-		-	-	58,000	58,000	59,740	Business Manager in year 3 with 3% COLA every 2 years
Operation / Business Manager	1.00		85,000	135,000	137,550	139,500	143,222	Director of Operations, Ops Manager in year 2 with 3% COLA every 2 years
Administrative Staff	0.80		20,000	20,000	40,600	40,600	41,818	Administrative Aide, additional .8 in year 3
TOTAL ADMINISTRATIVE STAFF	3.80		323,620	438,620	526,329	594,779	679,572	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	8.00		480,000	900,000	1,380,000	1,380,000	1,421,400	
Teachers - SPED	0.70		42,000	84,000	120,000	120,000	123,600	
Substitute Teachers	-		5,250	6,250	7,250	7,250	7,250	
Teaching Assistants	-		-	-	-	-	-	
Specialty Teachers	0.90		54,000	102,000	150,000	150,000	154,500	Technology, Physical Education, Music
Aides	-		-	-	-	-	-	
Therapists & Counselors	-		-	-	45,000	45,000	46,350	Social Worker year 3 with 3% COLA every 2 years
Other	-		-	28,875	38,850	38,850	40,016	Parent Outreach/Extra-Curricular Activities Coordinator
TOTAL INSTRUCTIONAL	9.60		581,250	1,121,125	1,741,100	1,741,100	1,793,116	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		-	-	-	-	-	
Librarian	-		-	28,875	59,483	59,483	61,267	3 and beyond
Custodian	-		-	-	-	-	-	DOE facility
Security	-		-	-	-	-	-	DOE facility
Other	-		-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-		-	28,875	59,483	59,483	61,267	
SUBTOTAL PERSONNEL SERVICE COSTS	13.40		904,870	1,588,620	2,326,912	2,395,362	2,533,955	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-		69,223	121,529	178,009	183,245	193,848	FICA 7.65%
Fringe / Employee Benefits	-		135,731	238,293	349,037	359,304	380,093	15% Fringe/Employee Benefits
Retirement / Pension	-		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-		204,953	359,822	527,045	542,549	573,941	
TOTAL PERSONNEL SERVICE COSTS	13.40		1,109,823	1,948,442	2,853,957	2,937,911	3,107,896	
CONTRACTED SERVICES								
Accounting / Audit	-		15,000	17,000	18,000	19,000	19,000	Based on estimates from currently operating charters
Legal	-		5,000	5,000	5,000	5,000	5,000	Based on estimates from currently operating charters
Management Company Fee	-		124,430	248,860	373,290	373,290	373,290	Based on 10% management fee
Nurse Services	-		21,000	21,000	21,630	21,630	22,279	5 nurse @ 42,000
Food Service / School Lunch	-		57,000	76,000	114,000	114,000	114,000	Food Services staff (\$19k/staff, 3 staff/150 students)
Payroll Services	-		2,400	2,700	3,000	3,300	3,600	
Special Ed Services	-		-	-	-	-	-	
Titelment Services (i.e. Title I)	-		-	-	-	-	-	
Other Purchased / Professional / Consulting	-		30,000	30,000	90,000	90,000	90,000	Technology services, Grant Writer
TOTAL CONTRACTED SERVICES	-		254,830	400,560	624,920	626,220	627,169	
SCHOOL OPERATIONS								
Board Expenses	-		-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-		8,800	17,600	26,400	26,400	26,400	\$100/student
Special Ed Supplies & Materials	-		1,200	2,400	3,600	3,600	3,600	\$100/student
Textbooks / Workbooks	-		15,000	30,000	45,000	45,000	45,000	\$150/student
Supplies & Materials other	-		24,500	29,750	43,132	44,245	45,392	\$125/student
Equipment / Furniture	-		60,000	59,236	62,909	41,622	41,701	equip
Telephone	-		-	-	-	-	-	DOE facility
Technology	-		112,350	89,041	100,224	99,046	98,243	comp/staff, copier, 2 faxes, 10K server, \$10k network program \$3k internet
Student Testing & Assessment	-		15,000	15,000	30,000	30,000	30,000	PowerSchool, IB assessments
Field Trips	-		15,000	30,900	47,741	49,173	50,648	\$150/student for field trips, Saturday Academy, and Summer session
Transportation (student)	-		-	-	-	-	-	
Student Services - other	-		-	-	85,000	85,000	85,000	graduation ceremony
Office Expense	-		6,000	12,000	28,000	28,000	28,000	
Staff Development	-		50,000	50,000	50,000	50,000	50,000	Includes IB, AVID, Sanctuary and other on-going training
Staff Recruitment	-		5,000	5,000	5,000	2,000	2,000	
Student Recruitment / Marketing	-		5,000	5,000	5,000	5,000	5,000	
School Meals / Lunch	-		18,300	37,698	58,243	59,991	61,790	\$183/student
Travel (Staff)	-		15,000	15,000	15,000	15,000	15,000	Travel for trainings and conferences
Fundraising	-		-	-	-	-	-	
Other	-		10,000	10,000	20,000	20,000	20,000	Subscription costs for Sanctuary, AVID, IB, etc.
TOTAL SCHOOL OPERATIONS	-		361,150	408,625	625,249	604,077	607,774	
FACILITY OPERATION & MAINTENANCE								
Insurance	-		25,000	25,750	26,523	27,318	28,138	3% escalation
Janitorial	-		-	-	-	-	-	DOE facility
Building and Land Rent / Lease	-		-	-	-	-	-	DOE facility
Repairs & Maintenance	-		-	-	-	-	-	DOE facility
Equipment / Furniture	-		-	-	-	-	-	DOE facility
Security	-		-	-	-	-	-	DOE facility
Utilities	-		-	-	-	-	-	DOE facility
TOTAL FACILITY OPERATION & MAINTENANCE	-		25,000	25,750	26,523	27,318	28,138	
DEPRECIATION & AMORTIZATION								
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-		-	300,000	200,000	100,000	50,000	
TOTAL EXPENSES	13.40		1,750,803	3,083,377	4,330,649	4,295,526	4,420,976	
NET INCOME	(51,396)		42,699	234,180	219,312	93,862		

Mott Hall Charter School						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
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Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011	2012	2014	2015	2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	100	200	300	300	300	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	100	200	300	300	300	
REVENUE PER PUPIL	16,994	15,630	15,216	15,049	15,049	
EXPENSES PER PUPIL	17,508	15,417	14,435	14,318	14,737	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	(51,396)	42,699	234,180	219,312	93,862	
Beginning Cash Balance	-	(51,396)	(8,697)	225,483	444,795	
ENDING CASH BALANCE	(51,396)	(8,697)	225,483	444,795	538,656	

FORM 6: FINGERPRINT CARD

Lead applicant has an appointment to be fingerprinted on Friday, September 24, 2010.



The New York City Department of Education - Division of Human Resources

Office of Personnel Investigation
65 Court Street, Brooklyn, New York 11201

FINGERPRINT REFERRAL FORM

GENERAL INSTRUCTIONS: Please print all information clearly on the form. Section I (Certification Referring Official) must be completed by the appropriate office. Section II (Background Questions) must be completed by the applicant. Section III (Employment Eligibility Verification) will be completed by the Office of Personnel Investigation.

OFFICE USE ONLY	
L-9 CODE	ORG. CODE
Y <input type="checkbox"/>	<input type="checkbox"/>
R <input type="checkbox"/>	<input type="checkbox"/>
A <input type="checkbox"/>	<input type="checkbox"/>
EXP. DATE: / /	
EXP. DATE: / /	

PLACE OF BIRTH New York City, USA

HEIGHT 5 8
FEET INCHES

WEIGHT 140

HAIR COLOR Brown

EYE COLOR Brown

SECTION I: BACKGROUND INVESTIGATION IN THE TITLE OF _____

Signature of Referring Official _____ Office/District _____ Telephone Number _____

SECTION II: BACKGROUND QUESTIONS

TODAY'S DATE: Month 05 Day 25 Year 10

SOCIAL SECURITY NUMBER: [REDACTED]

LAST NAME: Lesser

FIRST NAME: Robert M.I. B

OTHER OR MAIDEN NAME: [REDACTED]

DATE OF BIRTH: Month [REDACTED] Day [REDACTED] Year [REDACTED]

Male Female
PLEASE (✓) ONE

- CHECK THE BOX BELOW WHICH BEST DESCRIBES YOU:**
- 1. AMERICAN INDIAN/ALASKAN NATIVES
 - 2. ASIAN: INCLUDES ASIAN INDIANS, CHINESE, JAPANESE, KOREANS, FILIPINOS, INDONESIA, AND POLYNESIANS
 - 3. BLACK (Not of Hispanic Origin)
 - 4. HISPANIC
 - 5. WHITE (Not of Hispanic Origin)

STREET ADDRESS: [REDACTED] APT. NUMBER: [REDACTED]

CITY: [REDACTED] STATE: [REDACTED] ZIP CODE: [REDACTED]

(AREA) TELEPHONE NUMBER: [REDACTED] FILE NUMBER (IF ANY): [REDACTED]

E-MAIL ADDRESS: [REDACTED]

Answer "YES" or "NO" to the following questions. If your answer to any of these questions is "YES", explain, giving details, in the space provided below. You must answer these questions truthfully even though you may have disclosed the same information to the Department of Education or another agency on a previous occasion. *Please be advised that if you answer "NO" to question #1 and your fingerprint results disclose a conviction record, your application will be denied.* Please sign your name at the end of this section.

1.	Have you ever been convicted of or pled "GUILTY" or pled "NO CONTEST" to any offense in this state or elsewhere? (i.e. Felonies, Misdemeanors and Violations, except minor traffic infractions.)
2.	Are any criminal charges currently pending against you in this state or elsewhere?
3.	Have you ever forfeited bail or bond following your appearance as a defendant in a criminal court action?
4.	Has a Family Court ever rendered a finding indicating you have abused or neglected a child? If so, explain below the date and nature of the finding, which court, and the name of the judge.
5.	Have you ever had any professional certificate or license denied, revoked, or suspended?
6.	Have you ever been discharged or required to resign from any position for reasons other than a layoff due to reduction in the work force?
7a.	Have charges ever been preferred against you by an employer?
7b.	Were you found guilty of the charges?
8.	Have you ever resigned as an alternative to facing charges or dismissal?
9.	Have you ever been disqualified for employment in any civil service position?
10.	Have you ever had a teaching license or certificate denied, revoked, or suspended by the Board of Examiners or Department of Education because of unsatisfactory service or criminal record?
11.	Have you ever received an unsatisfactory rating in conjunction with any pedagogical employment?
12.	Have you ever been discontinued from probationary service or denied tenure as a pedagogical?
13.	Did you ever receive a discharge from military service, which was issued under other than honorable circumstances?
14a.	Are you now, or were you ever employed by the NYC Department of Education? If yes, indicate dates [redacted]
14b.	Were you ever fingerprinted by the NYC Department of Education?

Explanation: _____

Falsifying an employment application is a punishable offense under the Penal Law of New York State.

Robert Lerner
 Signature of person being fingerprinted

5/25/10
 Today's Date

SECTION III: EMPLOYMENT ELIGIBILITY VERIFICATION

COMPLETE EXEMPT

 Signature of Examiner

 Signature of Fingerprint Technician

ATTACHMENT 1: DAILY SCHEDULE

Sample Student Schedule	Monday	Tuesday	Wednesday		Thursday	Friday
8:00 – 9:00	Math	Math	8:00–8:40	Math	Math	Math
9:00 – 10:00	ELA	Math	8:40–9:20	ELA	Math	ELA
10:00 – 11:00	ELA	ELA	9:20-10:00	Social Studies	ELA	ELA
11:00 – 12:00	Social Studies	Social Studies	10:00–10:40	Science	Social Studies	Social Studies
12:00 – 12:45	Science	Science	10:40 – 11:20	Foreign Language	Science	Science
			11:20–12:00	Art		
			12:00–12:45	Lunch		
12:45 – 1:30	AVID	AVID	12:45–1:15	AVID	AVID	AVID
			Physical Education			
1:30 – 2:30	Foreign Language	Foreign Language			Foreign Language	Foreign Language
2:30 – 3:30	Art	Technology	Health		Art	Technology
3:30 – 5:00	Physical Education	After School Program (Remediation/Enrichment)	After School Program (Remediation/Enrichment)		After School Program (Remediation/Enrichment)	Physical Education

Sample Teacher Schedule	Monday	Tuesday	Wednesday		Thursday	Friday
8:00 – 9:00	Class 1	Class 1	8:00 – 8:40		Class 1	Class 1
9:00 – 10:00	Class 2	Class 2	8:40 – 9:20		Class 2	Class 2
10:00 – 11:00	Class 3	Class 3	9:20 – 10:00		Class 3	Class 3
11:00 – 12:00	PREP	PREP	10:00 – 10:40		PREP	PREP
12:00 – 12:45	Lunch	Lunch	10:40 – 11:20	Class 4	Lunch	Lunch
			11:20 – 12:00	Class 5		
			12:00 – 12:45	Lunch		
12:45 – 1:30	AVID	AVID	12:45 – 1:15		AVID	AVID
1:30 – 2:30	Class 4	Class 4	Grade Team Meeting		Class 4	Class 4
2:30 – 3:30	PREP	PREP			PREP	PREP
3:30 – 5:00	Professional development	After School Program (Remediation/Enrichment)	After School Program (Remediation/Enrichment)		After School Program (Remediation/Enrichment)	After School Remediation/Enrichment (3:30–4:30) 4:30 – 5:00 Staff Celebration

ATTACHMENT 2: PROPOSED ANNUAL CALENDAR

Mott Hall Charter School's year-long schedule for students will mirror the NYC Department of Education (NYC DOE) calendar in terms of holidays and vacations. However, whereas the NYC DOE calendar runs approximately 180 days, MHCS's year will be extended by an additional 30 instructional days through 20 days of Saturday Academy and eight extra days during the summer and two extra days during the February break. In addition, Mott Hall Charter School will make every effort to ensure that all students are engaged in meaningful enrichment programming during summer vacation. Teachers will be required to work a longer school year as well. In addition to the 30 additional instructional days, they will be required to report to work one week before the students, as well as attend professional development several weekends throughout the school year.

Below is a sample calendar for the 2011– 2012 school year.

August 22 – 23, 2011	Staff Retreat
August 24-26, 2011	Teacher Professional Development/Classroom Setup
August 25-26, 2011	New Student Orientation
August 29, 2011	Students Report to School
September 5, 2011	Labor Day
September 29-30, 2011	Rosh Hashanah
October 10, 2011	Columbus Day
November 1, 2011	Election Day
November 15, 2011	Veterans Day
November 24-25, 2011	Thanksgiving Recess
December 23, 2011 – January 1, 2012	Holiday Recess
January 16, 2012	Martin Luther King Jr. Day
February 20-22, 2012	Winter Break
April 6-13, 2012	Spring Break
May 28, 2012	Memorial Day
June 7, 2012	No School – Professional Development Day
June 29, 2012	Last Day of School

ATTACHMENT 3: PROPOSED BY-LAWS OF THE MOTT HALL CHARTER SCHOOL

Draft as of July 30, 2010

TABLE OF CONTENTS

ARTICLE I NAME.....4

ARTICLE II GENERAL PROVISIONS.....4

 Section 1. Charter.....4

 Section 2. Fiscal Year4

 Section 3. Principal Office4

ARTICLE III MEMBERSHIP4

ARTICLE IV BOARD OF TRUSTEES.....4

 Section 1. Powers.....4

 Section 2. Number of Trustees.....5

 Section 3. Election of Trustees6

 Section 4. Removal and Resignation of Trustees6

 Section 5. Vacancies7

 Section 6. Compensation of Trustees.....7

ARTICLE V MEETINGS OF THE BOARD7

 Section 1. Place of Meetings.....7

 Section 2. Annual Meetings.....7

 Section 3. Regular Meetings7

 Section 4. Special Meetings.....7

 Section 5. Adjournment7

 Section 6. Notices of Meetings7

 Section 7. Waiver of Notice.....8

 Section 8. Open Meeting Laws.....8

 Section 9. Quorum8

 Section 10. Action by the Board.....8

 Section 11. Committees9

 Section 12. Standard of Care11

 Section 13. Rights of Inspection11

 Section 14. Participation in Discussions and Voting.....11

 Section 15. Duty to Maintain Board Confidences12

ARTICLE VI OFFICERS.....12

 Section 1. Officers12

 Section 2. Election and Tenure12

 Section 3. Resignation and Removal.12

ARTICLE VII INDEMNIFICATION13

 Section 1. Indemnification of Corporate Agents13

ARTICLE VIII SELF-DEALING TRANSACTIONS.....14

ARTICLE IX OTHER PROVISIONS.....15

 Section 1. Fiscal Year15

 Section 2. Execution of Instruments15

 Section 3. Checks and Notes.....15

 Section 4. Construction and Definitions15

 Section 5. Conflict of Interest15

 Section 6. Disposition of Assets16

ARTICLE X AMENDMENT16

BY-LAWS OF THE MOTT HALL CHARTER SCHOOL

ARTICLE I NAME

The Name of the Corporation is the Mott Hall Charter School (hereinafter the “**Corporation**” or “**School**”).

ARTICLE II GENERAL PROVISIONS

Section 1. Charter. The name and purpose of the School shall be set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Board of Trustees, and all matters concerning the conduct and regulation of the affairs of the School shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling as will the Charter Laws of the State of New York, as amended. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

Section 2. Fiscal Year. Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall be July 1 to June 30.

Section 3. Principal Office. The Corporation’s principal office shall be at the principal location of the Mott Hall Charter School or at such other place as the Board may select by resolution or amendment of the By-Laws. The Secretary shall note any change in office on the copy of the By-Laws maintained by the Secretary. The Trustees may establish other offices and places of business in New York or elsewhere as is permitted by law.

ARTICLE III MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “**Trustees**”) of the School. 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 (hereinafter the “**Board**”).

ARTICLE IV BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the New York Charter Schools Act of 1998, as amended (the “**Education Law**”), the New York Not-for-Profit Corporation Law, the Corporation’s Charter and these By-Laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality

of the powers 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:

- (a) To nominate, elect and remove Trustees;
- (b) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- (e) To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (f) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- (g) 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;
- (h) 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;
- (i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-Laws;
- (j) To appoint and/or remove the school's Principal; and
- (k) To delegate, from time to time, powers to the Principal in accordance with these By-Laws to the extent permitted by law and by the Charter.

Section 2. Number of Trustees. The Board of Trustees shall consist of not less than five nor more than eleven individuals (excluding ex-officio and honorary members), provided that at all times there shall always be an odd number of Trustees. The Board of Trustees may include, but is not limited to, a parent/guardian representative, interested members of the community, a faculty representative, a student representative, and a Replications, Inc. representative. The faculty representative, parent representative and student representative, respectively, shall serve as ex-officio members of the Board of Trustees without power to vote.

Section 3. Election of Trustees.

(a) Initial Trustees. The initial Trustees shall be the persons named in the Certificate of Incorporation and shall serve until the first annual meeting of Trustees.

(b) Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

(c) Eligibility. In order to be eligible for election, a person must be nominated by a then existing Trustee. The Board may elect any person who in the Board's discretion the Board believes will serve the interests of the Corporation faithfully and effectively.

(d) Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

(e) Term of Office.

(1) A Trustee's term of office shall be three (3) years (a "**Term**"); provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next election of Trustees.

(2) A Trustee may serve up to three (3) consecutive Terms and then must take one (1) year off before being considered for another term of service.

(3) 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 By-Laws, or other Board action.

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

(f) Time of Elections. The Board shall elect Trustees whose terms begin on September 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.

Section 4. Removal and Resignation of Trustees. The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. Any Trustee may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice of

the Trustee's intent before June. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

Section 5. 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 By-Laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Section 6. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE V MEETINGS OF THE BOARD

Section 1. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 2. Annual Meetings. 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.

Section 3. Regular Meetings. Regular Meetings shall be held at a minimum of bi-monthly throughout the year and at other times as the Board determines.

Section 4. Special Meetings. A Special Meeting shall be held at any time called by the Chairperson, or by any Trustee upon written demand of not less than one-half of the entire Board.

Section 5. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6. Notices of Meetings. Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Trustees shall be given to each Trustee by the Secretary or, in case of the death, absence, incapacity or refusal of the Secretary, by the Officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address at least seven (7) days in advance of the meeting, provided that notice of Special Meetings to discuss matters requiring prompt action shall be given no less than 48 hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given:

(a) To any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney there unto authorized), which is filed with the records of the meetings; or

(b) To any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice.

Except as otherwise required by law, the Charter, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is:

(a) The amendment or repeal of any provision of the Charter or these By-Laws; or

(b) The removal of a Trustee or an officer.

Section 7. 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.

Section 8. Open Meeting Laws. All meetings of the Trustees shall be conducted in accordance with all Public Open Meeting Laws in New York City and New York State, as amended from time to time, or any successor statute. Except as otherwise permitted by law.

(a) No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and

(b) No executive session shall be held until:

(1) The Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law;

(2) A majority of the Trustees at such meeting shall have voted to go into executive session;

(3) The vote of each trustees shall have been recorded on a roll call vote and entered into the minute; and

(4) The Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

Section 9. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 10. Action by the Board.

(a) Actions Taken at Board Meetings. Except as otherwise provided by statute or by these By-Laws, 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.

(b) Action by the Board Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.

(c) Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. 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 and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person, teleconferencing or participating by live video-conferencing shall not vote.

Section 11. Committees.

(a) Appointment of Committees. The Board may create committees for any purpose, and the Chairperson shall appoint members to and designate the chairs of such Boards.

(b) Authority of Board Committees. The Chairperson may delegate to a Board Committee any of the authority of the Board, except with respect to:

- (1) The election of Trustees;
- (2) Filling vacancies on the Board or any committee which has the authority of the Board;
- (3) The fixing of Trustee compensation for serving on the Board or on any committee;
- (4) The amendment or repeal of By-Laws or the adoption of new By-Laws; and
- (5) The appointment of other committees of the Board, or the members of the committees.

(c) Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except

that the regular and special meetings of the Committee are governed by the provisions of these By-Laws with respect to the calling of meetings.

(d) Committees. Committees of the Board will include but are not limited to the Executive Committee, the Finance and Operations Committee, the Educational Accountability and Student Affairs Committee, the Grievance Committee and the Nominating Committee. Each Committee shall hold for one year and until a new Committee is appointed.

(e) The Executive Committee. The Executive Committee shall consist of not less than four nor more than six trustees, and may include the Chairperson, Vice Chairperson, Treasurer, and Chief Executive Officer ex officio. The Chairperson shall be the Chairman of the Executive Committee. A majority of the members of the Executive Committee shall have power to do all things deemed by them necessary for or conducive to the welfare of the School that are not delegated to other committees or officers nor contrary to the By-Laws or votes of the Board of Trustees, including but not limited to acting on behalf of the Board in the event an urgent matter arises, determining compensation policies for employees of the School, overseeing general human resources matters and planning, implementing, and monitoring all fundraising programs. The Executive Committee shall make reports of their doings to the Board of Trustees.

(f) The Finance and Operations Committee. The Finance and Operations Committee shall include not less than three trustees, and the Chairperson shall appoint its Chair. The Finance and Operations Committee shall be responsible for ensuring that regular and accurate financial reports are generated on a monthly and quarterly basis, as applicable, overseeing the yearly audit conducted by an independent auditor, implementing financial controls, and overseeing the management and maintenance of the facilities. The Finance and Operations Committee shall make reports of their doings to the Board of Trustees.

(g) Educational Accountability and Student Affairs Committee. The Educational Accountability and Student Affairs Committee shall include not less than three trustees, and the Chairperson shall appoint its Chair. The Educational Accountability and Student Affairs Committee shall be responsible for reviewing student achievement data, school progress reports, suspensions, expulsions and other reports pertaining to student achievement and student affairs. The Educational Accountability and Student Affairs Committee shall also be responsible for ensuring that the School is prepared for Quality Reviews. The Educational Accountability and Student Affairs Committee shall make reports of their doings to the Board of Trustees.

(h) The Grievance Committee. The Grievance Committee shall include not less than three trustees, and the Chairperson shall appoint its Chair. The Grievance Committee shall be responsible for investigating any grievance raised by any faculty member, students parent or member of the community, conducting an investigation of the circumstances surrounding such grievance, recommending appropriate action the Board, and ensuring that such actions are taken by the Board. The Grievance Committee shall make reports of their doings to the Board of Trustees.

(i) The Nominating Committee. The Nominating Committee shall include not less than three trustees, and the Chairperson shall appoint its Chair. The Nominating

Committee shall oversee the quality of the trustees' self-management and functionality and determine if the committee structure requires any revision. The Nominating Committee shall oversee the nomination of all candidates for the Board of Trustees, nominate Board officers, oversee and manage trustee orientation, training and education, and conduct periodic evaluations of individual trustees and the trustees as a whole.

Section 12. Standard of Care.

(a) Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith 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 (the "**Standard of Care**").

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

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

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

(3) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-Laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and in accordance with the Standard of Care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

(c) Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall, in accordance with the Standard of Care, consider among other relevant considerations the long and short term needs of the Corporation 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.

Section 13. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 14. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c)

indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 15. 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 VI OFFICERS

Section 1. Officers. The Officers of the Corporation consist of a Chairperson, a Treasurer and Secretary. The Corporation also may have such other officers, including one or more Vice Chairpersons, as the Board deems advisable.

Section 2. Election and Tenure. The Chairperson, Treasurer and Secretary shall be elected annually by the Board of Trustees at the annual meeting. Other officers, if any, may be elected by the Board of Trustees at any time. The fact that an individual is currently serving in any office shall not create any presumption that such individual shall be nominated for such office in any subsequent year. If the office of the Chairperson, Treasurer or Secretary becomes vacant, the Trustees shall elect a successor. Each such successor shall hold office for the unexpired term and, in the case of the Chairperson, Treasurer and Secretary, until a successor is chosen and qualified, or in each case, until the officer dies, resigns, is removed, or becomes disqualified.

Section 3. Resignation and Removal. Any officer may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any officer may be removed from office with or without cause by an affirmative vote of a majority of the Trustees then in office. Any officer may be removed, for cause only after reasonable notice and an opportunity to be heard by Board of Trustees.

(a) Chairperson of the Board. The Chairperson shall preside at all meetings of the Board of Trustees, except as the Trustees otherwise determine. The Chairperson shall have such other duties and powers as the Board of Trustees or Executive Committee shall determine. With the approval of the Executive Committee, the Chairperson shall appoint all Standing and Special Committees, may fill vacancies in these Committees, and may remove any members of these Committees for any reason. The Chairperson may call meetings of the Executive Committee, and shall call such meetings at any request of two members of Executive Committee. In the absence of the Chairperson, or if at any time the office of Chairperson is vacant, the Secretary may discharge any or all of the duties of the Chairperson including the Chairpersons functions as a member and chair of the Executive Committee.

(b) Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of

those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and By-Laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-Laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

(c) Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render 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 Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

(d) Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the trustees.

ARTICLE VII INDEMNIFICATION

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

Section 1. Indemnification of Corporate Agents. Generally the Mott Hall Charter School, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, shall indemnify each person who may serve or has served at anytime as a Trustee, Officer or agent of the Board and may to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote indemnify an employee of the School (collectively, "**Indemnified Officers**" or individually, "**Indemnified Officer**"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigate (a "**Proceeding**") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a Proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the Proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any Proceeding:

(1) to have breached the Indemnified Officer's duty of loyalty to the School;

(2) not to have acted in a good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School;

(3) to have engaged in intentional misconduct or a knowing violation of law; or

(4) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; and further provided, that any compromise or settlement payment shall be approved by the Schools in the same manner as provided below for the authorization of indemnification.

(b) Advances; Repayment. Such indemnification may, to the extent authorized by the Board of Trustees of the School, include payment by the School of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

(c) Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if:

(1) the payment has been approved or ratified by a majority vote of the Trustees who are not at time parties to the proceeding; or

(2) the payment is made in reliance upon the opinion of independent legal counsel (who may be counseled to the School) appointed by majority of the Trustees then in office; or

(3) a court having jurisdiction shall have approved the payment.

(d) Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors, and administrators of any Indemnified Officer entitled to indemnification hereunder.

(e) Non-Exclusive Rights. The right of indemnification under this Article VII shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.

(f) Adverse Amendments. No amendment or repeal of the provisions of this Article VII that adversely affect the right of an Indemnified Officer under this Article VII shall apply to that Indemnified Officer with respect to the acts of omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

ARTICLE VIII SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. “Self-dealing transaction” means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest (“**Interested Trustee(s)**”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general Standard of Care:

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

ARTICLE IX OTHER PROVISIONS

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

Section 2. Execution of Instruments. Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation’s credit, or to render it liable monetarily for any purpose or any amount.

Section 3. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by any Trustee or officer of the Corporation.

Section 4. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-Laws. Without limiting the generality of the foregoing, words in these By-Laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these By-Laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5. Conflict of Interest. Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board 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 reasonably be construed to be adverse to the Corporation’s interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during 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 include:

(a) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,

(b) Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6. Disposition of Assets. Upon the dissolution of the Corporation, any assets remaining shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions at that time.

ARTICLE X AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-Laws. These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed.

CERTIFICATE OF SECRETARY

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

Secretary

Dated: _____

ATTACHMENT 4: PROPOSED CODE OF ETHICS FOR MOTT HALL CHARTER SCHOOL

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation law, the school's charter and its bylaws. The Board may delegate aspects of 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.
2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people 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 (b) any sister, brother, ancestor, descendant, spouse, sister-in law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustee.
4. The Board of Trustees and the school shall not engage in any "self-dealing transaction", except as approved by the Board. "Self- dealing transaction" means a transaction to which the school is a party and which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer or key employee having interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board 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 might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in 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.
6. Trustee representing any not-for-profit corporations proposing to do business with the charter school shall disclose the nature and extent if such business propositions.
7. No Trustee, or officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as a voting member of the Board of Trustees for the duration of such business relationship, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

- b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
 - d) Members of the faculty of the charter school.
8. In no instance shall a trustee, officer, or employee of for-profit educational management organization having business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
 9. Trustees, officers, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.
 10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
 11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
 12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
 13. Charter School Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on any political campaign.

DAVID TINAGERO



OBJECTIVE

An administrative position utilizing my skills working with people and implementing curriculum

SUMMARY OF QUALIFICATIONS

- A self motivated and organized professional skilled in orchestrating tasks and details to achieve project goals
- A clear communicator, able to create engaging and interactive training for diverse audience
- A dedicated team player, committed to providing high quality support and excellent problem-solving skills to all organizational levels

ADMINISTRATIVE EXPERIENCE

7/05 – Present New York City Department of Education Bronx, NY

Founding Principal, Mott Hall Bronx HS

- Wrote and implemented concept and design of school
- Hired and trained all members of staff
- Developed all content area curriculum in partnership with teachers
- Designed and implemented a credit bearing freshman internship program
- Worked with parents, students, staff and community members to ready the school to implement both instructional and structural initiatives designed to meet students at their level
- Provided the instructional leadership necessary to align the school's supervisory practices with standards-based education.
- Established a set of student supports for students below standard which were alternative in nature and designed to facilitate both credit recovery and reading improvement
- Established a School Council that shared decision making with the principal in a variety of domains.
- Researched, planned, and implemented the International Baccalaureate Diploma program for high school students (in process).

7/03 – Present New York City Department of Education Bronx, NY

Regional Instructional Specialist

- Designed and implemented literacy initiatives to build coherence across the region
- Planned, coordinated and implemented Balanced Literacy professional learning for principals, assistant principals, coaches, teachers and the region staff to improve academic achievement
- Collaborated with Local Instructional Superintendents to ensure implementation of Balanced Literacy and effective pedagogical practices
- Responsible for supporting schools to develop and implement literacy curriculum plans
- Collaborated with regional staff to build coherence with partnerships and consultants
- Informed schools of City and State mandates and policies
- Regional liaison to Department of Education

6/02 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY

Humanities Team Leader

- Planned and coordinated team trips, meetings, and various programs
- Facilitated and implemented sophomore English curriculum
- Collaborated on the development of an Alternative High School
- Reviewed and processed various tam concepts and designs
- Created an atmosphere conducive to collegial communication and professional discussion
- 9/00 - 6/01 Larchmont Yacht Club Larchmont, NY

Director

- Built and trained a team of fifty childcare employees in an educational setting
- Increased team strength and ability through various team building activities
- Oversaw all aspects of budget and supervision
- Responsible for master scheduling and assignments
- Created team member training resulting in issue resolution and improvement in team cohesiveness

1/02 – 1/03 Dobbs Ferry High School Dobbs Ferry, NY

Administrative Internships I & II

- Trained colleagues in software and email implementation for the Humanities team
- Observed the negotiating process between union and management
- Strengthened various administrative skills through interviews and observations
- Participated in the Middle States Planning Committee, the Pupil Personnel Committee, and an Interview committee
- Performed informal weekly observations of teachers in various disciplines

TEACHING EXPERIENCE

4/00 – 6/03 Dobbs Ferry High School Dobbs Ferry, NY

English Teacher, Grades 9 & 10

- Created and implemented dynamic lesson plans which moved logically through knowledge based information into higher levels of critical thinking
- Design and administered across-curricular lessons
- Employed various genres to explore themes, archetypes and literacy devices to promote critical thinking and analysis
- Worked closely with inclusion teachers to acidulate goals and learning objectives to classified and non-classified students
- Solidified and expanded ninth and tenth grade curriculums

7/99 – 4/00 Middle School 181 Bronx, NY

English Teacher, Grade 8

- Developed differentiated instruction to meet the needs of individual learners
- Collaborated on interdisciplinary teaching teams to incorporate real life experience into the classroom
- Utilized a thematic approach to incorporate literature, vocabulary, and writing skills within the English curriculum
- Created lesson plans to meet state standards
- Prepared students with the necessary skills to successfully complete the New York State Language Arts Exam

6/96 – 6/99 Green Chimneys School for Children Brewster, NY

Classroom Teacher

- Taught self contained class of fifteen emotionally disturbed students
- Implemented interdisciplinary units with Language Arts and History
- Reviewed and developed twelve month IEP's for all students
- Shaped intense peer editing workshops
- Taught literacy skills to students of varied academic and socioeconomic backgrounds

EDUCATION

5/00 M.A. English Mercy College

- Graduated with distinction
- 5/00 Provisional Secondary English Certification

12/02 M.S. Education Supervision and Administration

- Graduated with distinction
- SAS/SDA Certification

9/00 Therapeutic Crisis Intervention

PETER J. OROSZLANY

EDUCATION

Bachelors of Science in Elementary Education, Iona College, 1993
Masters of Science in Urban-Multicultural Education, CMSV, 1999
Masters of Science in Administration & Supervision, CNR, 2002

CERTIFICATION

New York State School District Administrator Permanent
New York State School Administrator Provisional
New York State Elementary Teacher Permanent

TEACHING EXPERIENCE

The Mott Hall V School, July, 2005 –Present

Principal

- Assist teachers in the development and implementation of lessons
- Create class schedules and teacher programs
- Manage the daily operations of the School
- Plan meeting and events for teachers, parents, and students
- Coordinate student services such as tutoring, counseling, recreation, and medical
- Organize school programs including Chess-in-the-Schools, NFTE, and Project Arts

Dr. Daniel Hale Williams Middle School, September 1996 – July 2004

Administrative Assistant Principal (2002- 2004)
Co-chair of School Leadership Team (2003-2004)
Financial liaison for school with Regional Operations Center (2002-Present)
Communication Arts Chair (2001-2004)
Director of Sports and Arts Program (2002-2004)
Social Studies Internal Consultant (1997-2004)
Cafeteria Leader (1997-Present)
Graduation Director, Senior Activities Coordinator (2001-2002)
Grade Leader (2000– 2002)
Assistant Grade Leader (1998-2000)
Team Leader of 7th Grade Mini-School (1997-1998)
7th Grade Social Studies Teacher (1997-2000)
6th Grade Communication Arts Teacher (1996-1997)

District /Regional Office

Regional Assessment Coordinator (July 1, 2004 – June, 2005)

Intern for Director of Funded Programs (Summers of 2001-2003)

Assisted Director with Summer School

- Assigning of Teachers, Paraprofessionals, School Aides to District Run Program
- Monitoring Daily Attendance of Schools
- Working on Leadership Conference and Title I, School Choice Programs
- Data Analysis of Leading Schools

EDUCATIONAL ORGANIZATIONS

Association of Supervisors and Curriculum Development (ASCD)
National Middle School Association (NMSA)
Council of School Administrators (District 12 Chairperson)
National School Leaders

COMPUTER TRAINING

ATS, Galaxy, Microsoft Excel

KATHRYN MALLOY

PROFESSIONAL EXPERIENCE

New teacher mentor, testing coordinator, data specialist, grade team leader, Mott Hall Bronx High School, Bronx, NY

9/06-present

- Led grade and content teams
- Planned and led new teacher staff development sessions
- Planned and managed school-wide after school and Saturday Regents preparation program
- Led DY0 periodic assessments initiative: periodic assessment design and implementation

Founding teacher, ELA Department Leader, Grade Team Leader, Mott Hall III

Bronx, NY

9/01-6/06

- Wrote and implemented new school design proposal
- Led content and grade teams
- Taught 6-8 grade English Language Arts

Teacher, C.J.H.S. 145, Bronx, NY

9/98-6/01

- Taught 6-8 grade English Language Arts

Teacher, C.S. 6, Bronx, NY

9/97-6/98

- Taught K-12 Journalism

EDUCATION AND RELEVANT PROFESSIONAL TRAINING

Bank Street College of Education, New York, NY.

2005-December 2007

Principal's Institute; September 2006-present; Teacher Leader Program; February 2005-December 2006

Lehman College (CUNY), Bronx, NY.

1998-2001

Masters Degree in Education; May 2001

Dwight D. Eisenhower Scholars program

Thesis: *Supplementing Mandated Literacy Curriculum with Readers/Writers Workshop.*

University of Wisconsin at Madison, Madison, WI.

1992-1996

Bachelor of Arts; May 1996

Double Major: English and Russian

International Baccalaureate

Summer 2007 - Attended training on the implementation of the high school English curriculum

Spring 2009 - Attended training on implementation of the Humanities curriculum in the Middle Years Program

ASCD Conference on Teaching and Learning: Connecting Assessment and Instruction

October 2007 - Attended conference on data-driven instruction

School Development Program of the Child Study Center, Yale University

July 2006 - Attended Summer Reading Institute with Dr. Kylene Beers

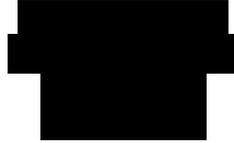
University of Connecticut, Storrs, CT

Summer 2005 - Attended U-Conn's gifted education conference: Confratute, including six credit hours in gifted education

LCI: Learner-Centered Initiatives, New York, NY

Spring 2009 - Attended the Adult Learning Facilitation Institute

Sandra Rhodes, LCSW



Education

M.S.W., New York University School of Social Work, May, 1992

B.A., SUNY @ Stony Brook, NY, 1989

SIFI-Supervisory Training-Columbia University, NY 1995

Social Work Experience

Mott Hall Bronx High School, NY

8/07 – Present

School Social Worker

- Provide individual and group counseling for high school students
- Oversee Service Learning Program (community based internship program)
- Serve as District Representative for Special Education
- Coordinator of Special Education Services for MHBHS students
- Member of Student Support Team charged with developing behavior management plans for students presenting challenging classroom behaviors
- Member of Attendance Team to improve school attendance
- Provide training for teachers and school staff regarding the effects of trauma on inner-city youth

Jewish Child Care Association, NY

5/92-7/07

Director of Permanency Planning, Pleasantville Cottage School

5/05-7/07

- Responsible for the development, assessment and achievement of safe and permanent discharge plans for 200 children in residential treatment at the Pleasantville Cottage School of JCCA.
- Provide training and direction for Unit Directors, Social Workers, Psychologists, Case Managers and Case Associates with regard to child development, the impact of trauma, working with families around issues of grief and loss, navigating the ACS/DSS/OCFS systems, assessing and obtaining appropriate CSE placements, and overcoming barriers to effective discharge.
- Member of the Sanctuary Steering Committee and Core Implementation Team committed to transitioning PCS into embracing the Sanctuary Model of Residential Treatment.
- Oversee curriculum development and provision of Independent Living Skills services for all youth.
- Oversee Vocational Internship Program providing hands on work experience to 60 youth in campus and community based job sites.

Director of Adoption and Adolescent Services

5/04-5/05

- Responsible for achieving safe and timely permanency plans for all adolescents in foster care.
- Meet and exceed ACS expectations regarding timely adoptions for all youth in foster and congregate care settings.
- Oversee the provision of Independent Living Services to youth with a focus on interpersonal relations and permanency.

Director of Foster Family Resources and Compliance

3/02-5/04

- Provide leadership and direction for the recruitment, assessment, training and retention of foster parents.
- Maintain administrative oversight of all divisional compliance and training needs.
- Responsible for the effective functioning of a department overseeing 500 beds in foster boarding homes, group homes, and therapeutic foster boarding homes.
- Maintain awareness of current ACS, NY State, and Federal Foster Care Regulations.

Director of Foster Boarding Home Program

9/98-3/02

- Member of Senior Management Team providing leadership, administrative direction and professional and clinical standards to the Foster Boarding Home Program serving 300 children and their families.
- Assure culturally sensitive, comprehensive, goal-directed services to children and families.
- Grant writing to fund innovative programming.
- Coordinate and integrate social work, psychology, psychiatry, and medical services in permanency planning.
- Track permanency and adoption milestones to assure compliance with all regulations.
- Provide direction for the hiring, firing, promotion, transfer, and discipline for program staff.
- Incorporate all aspects of State and City mandates and assure compliance deadlines.

Administrative Supervisor: Foster Boarding Home Program

9/95-9/98

- Provide leadership, support and direction to direct practice staff in the Foster Boarding Home Program.
- Supervise social workers and case associates and provide timely written performance evaluations.
- Facilitate meetings within the program including family, case planning, crisis intervention, and Service Plan Reviews.
- Assure safe and timely permanency plans for children in foster care.
- Provide administrative coverage of entire division after hours and on weekends.

Social Worker: Kinship and Foster Boarding Home Programs

5/92-9/95

- Responsible for all aspects of permanency planning for a caseload of 23 children and families.
- Court reports and testimonial to facilitate permanency.
- Home visits to assure foster home compliance with health and safety standards.
- Timely submission of written documents to include Service Plans, adoption summaries, psychosocial assessments, and comprehensive contracts and plans.
- Co-facilitator of support group for foster parents caring for children with special and exceptional needs.
- Facilitate Independent Living Skills workshops for adolescents in care.

INTERNSHIPS

Queens Child Guidance Center, Woodside, NY

9/91-5/92

Jewish Child Care Association, NY, NY

1/91-8/91

PROFESSIONAL AFFILIATIONS

- National Association of Social Workers
- Provisional License: School Social Worker

ROBERT LESSER

EDUCATION

Harvard University, John F. Kennedy School of Government

Masters in Public Policy, June 2002

Area of Concentration: Strategic Management

Relevant Coursework: Negotiation, Accounting, Communications, and Statistics

Vassar College

Bachelor of Arts in Sociology, Cum Laude 1996

EXPERIENCE

Replications, Inc.

Vice President of Operations and New School Development (March 2008-current)

- Oversee all aspects of Replications' new small secondary development
- Establish a Baltimore, Maryland regional office and provide management oversight to support staff in the opening of new high-quality secondary schools
- Participate in organizational development activities including board development, marketing and branding, fundraising, and strategic partnership cultivation

New York City Department of Education, Office of New Schools

Associate Director (May 2005-July 2007)

- Supported implementation of secondary school reform initiative through the establishment of over 200 new small public and charter schools
- Oversaw all aspects of the creation of new academically-selective secondary schools in traditionally underserved communities throughout New York City, including securing more the \$5.5M in funding
- Responsible for office-wide strategic planning related to new school development and sustainability, including the development of community engagement strategies, managing three new school construction projects, and developing new school-CBO partnership models
- Served as primary policy developer in the creation of Partnership Support Organizations (PSOs), external providers serving as primary instructional supports to schools
- Managed McKinsey consulting team to analyze the core functions that the school system must continue to provide centrally due to legal mandate, funding restriction, political risk, etc. Presented analysis to the DOE Senior Leadership Team
- Led drafting of the PSO Request for Proposal (RFP), detailing the services to be provided under this contract including resolve key policy questions with senior DOE leadership
- Drove RFP evaluation process that resulted in final selection of nine Partnership Support Organizations
- Responsible for relationship management and training of Partnership Support Organizations

New York City Police Department, Office of Community Affairs

Chief of Staff (September 2002-April 2005)

- Coordinated and delivered Negotiation, Mediation, and Group Facilitation training to over three hundred New York City Police Officers assigned to Community Affairs
- Developed communications strategies including informational brochures and booklets, oversight of cultural sensitivity training videos, and development presentations
- Directed staffing decisions, critical incident planning and response, and all special project coordination
- Led all program development activity including data-driven approaches to new immigrant outreach and at-risk youth intervention

- Created and oversaw the Review and Enhancement of Community Affairs Programs (R.E.C.A.P.) system, a performance management tool modeled after COMPSTAT

New York City Department of Correction

Special Assistant to the Deputy Commissioner, (Sep 1996-March 1998)

- Instituted program management and development plans for a range of jail-based education, health, vocational, and counseling programs
- Designed a major inter-agency domestic violence and substance abuse initiative for male batterers
- Served as Departmental spokesman at various intra-governmental and community based meetings, committee work groups, and special events

CONSULTING

AND **New School University, Milano Graduate School of Management**

TEACHING *Adjunct Lecturer* (Spring/Summer Semester 2005, 2006 and on-going)

- Teach course entitled “Leadership for Community Change” providing masters level students with professional skills in adaptive leadership, logic modeling, and negotiation to enhance effectiveness in leading change in their communities

West Wind Education Policy, Ohio Leadership Forum

Leadership Consultant (Fall 2006-June 2007)

- Design and provide leadership development training to Ohio school superintendents using the concepts and tools of Adaptive Leadership to help implement reform

SELECTED June 2007 - Introduction to Adaptive Leadership, Ohio Consortium on Racial Equity

TRAINING June 2007 - Surviving Leadership, Ohio Leadership Forum, Ohio

EXPERIENCE Dec 2005 - Negotiation and Strategic Management, New York City Urban Fellows

Oct 2005 - Advanced Negotiation Skills Workshop, Singapore Police Force

Sep 2005 - Mediation Skills Training, New York City Police Department

ACTIVITIES, • Presidential Management Internship (PMI) Program Finalist (2002)

SKILLS, • Certified Mediator, Harvard Law School Mediation Program (2001)

AND AWARDS • New York City Urban Fellow (1996-1997)

• Advanced Beginner Spanish Language, Intermediate Vietnamese Language

SYNTOSHA ALLEN

EDUCATION

Columbia University, New York, NY

- Bachelor of Arts in Sociology, 1994

EXPERIENCE

Replications, Inc. (New York, NY)

01/10 – Present

An education nonprofit that replicates proven effective public school models in New York and Baltimore, MD.

Special Projects & Community Outreach Coordinator

Provide support across the organization while also directing community engagement efforts for new and charter schools at Replications.

Replications, Inc. (New York, NY)

3/03 – 12/09

Executive Assistant

Special Events/Project Management

- Managed special events and training sessions, including creating and formatting materials, invitations and announcements; act as point person at event locations.
- Organized teacher recruitment effort in support of 23 schools throughout New York City.
- Coordinated student recruitment efforts of new schools – mailings, open house and orientation materials, handbooks, etc.
- Organized, managed and directed the set up of an administrative office (budget and logistics).

Research/Database

- Established a database, conducting research on potential funders and other constituents, expanding mailing list by 250%.

Creative/Desktop Publishing/Design

- Researched, created and provided branding materials for 23 schools in New York, as well as support effort in Baltimore for 2 schools. This includes determining the best layout of visual culture items within a physical space; working with vendors, internal staff and school personnel to create a visible school culture and identity.
- Created all materials for planning sessions, leadership trainings and special events.

Website

- Launched an online monitoring system for the organization to track schools' success in *replicating new schools*.
- Maintained website information.

School Accountability and Support

- Conducted bi-weekly visits to schools to monitor and lend support to the replication progress and implementation.

Administrative Support

- Provided technical assistance to schools and internal staff.
- Supervised internship program.
- Provided support to Board of Directors.

CLEARPOOL (New York, NY)

11/96 – 07/02

A nonprofit that provided dual campus experiential educational services to New York City public school children.

Special Events Coordinator, Development (11/00 - 7/02)

Special Events/Project Management

- Supervised the production of several fundraising and volunteer events, which raised over \$200,000 annually and brought community involvement and corporate donor exposure to programs.
- Generated targeted solicitations and wrote grant proposals based on extensive research.
- Planned, implemented and analyzed the first annual direct mail campaign generating a positive source of income.

Creative/Desktop Publishing/Design

- Designed and created organizational marketing materials, including elements of photojournalism.

Research/Database

- Streamlined database of funders and contacts, increasing data reliability by more than 80%.

Special Assistant to the President (9/96 – 11/00)

Administrative Support

- Supported the work of the President's Office, researching issues related to board development, preparing reports and presentation materials, managing communication with internal and external constituents.
- Contributed to strategic planning and budgeting processes for the Office of the President and the organization.

Project Management

- Organized, managed and directed the relocation and set up of a new administrative office (budget and logistics); negotiated in-kind services and products to ensure a cost-effective transition.

CLEARPOOL/Sponsors for Educational Opportunity (New York, NY)

9/95 – 11/96

A partnership providing a continuum of academic support for children in grades K through career.

Executive Assistant, Offices of the Presidents

- Managed calendars, files, phone calls and correspondence for the presidents of two organizations.
- Prepared materials for board meetings and management meetings for the partnership, including two additional organizations.

CONSULTING

Girl Scouts of New York (10/02 – 12/02)

- Produced Power Point presentation to introduce a new initiative to increase teenage constituents in New York City.

CLEARPOOL (11/02 – 03/03)

- Managed Annual Raffle – fundraising event to raise more than \$200,000.

Replications, Inc. (10/02 – 03/03)

- Created training materials, managed special events productions, created and maintained database.

SKILLS

- Proficient using Microsoft Office (Word, Excel, Access, PowerPoint, Publisher, Outlook and Front Page), Quark and Contribute
- Proficient knowledge of Spanish (written and spoken)

OTHER

- Alumni of A Better Chance
- Alumni of LEAD (Leadership Education and Development) Program in Business, Columbia University

JOSHUA MORALES

SUMMARY OF QUALIFICATIONS

- Extensive experience in corporate, non-profit and education sectors, including organizational development, sustainability and policy.
- Well developed capacity in all areas of business, including; start-up, branding, operations, relationship management, product development, project management, business/organizational analysis, communications, compliance and strategic planning
- Ability to forge, develop & implement various strategies & effective working relationships on all levels
- Ability to uphold high-level competitive, market & sector knowledge, maintaining strong analytical, organizational & client service skills.
- Skilled at contract negotiations and due diligence; articulate & persuasive in written/verbal communication.
- Quantitative literacy pertaining to business models, metrics, statistics and financial statements.
- Demonstrated ability to display initiative, resourcefulness and practical efficiency.

PROFESSIONAL EXPERIENCE

Antares Venture Solutions LLC

Brooklyn, NY

President

March 2009 – Present

- Founder of service based company designed to provide support in all areas of organizational development and sustainability.
- Provide support in the areas of management, school design, strategic planning, organizational analysis, accountability and policy development.
- Provide expertise in areas of change management, risk management and model assessment.
- Work with planning teams on charter application and planning team development, governance, start-up and implementation and on-going operations.
- Support organizational financial analysis, operational streamlining, and human capital performance development.
- Consult with NYC Department of Education, NYC Charter Center, NYS Charter Association, State University of NY and other entities on all areas of charter school sector sustainability and policy development.

Believe High School Network Inc.

Brooklyn, NY

Executive Vice President / Chief Operating Officer

March 2009 – October 2009

- Design and implement long term strategy, sustainability and accountability; co-direct and co-manage strategic initiatives, including developing and executing a strategic plan to foster collaborative knowledge building, resource management, functionality and scalability within and across schools and network.
- Design and ensure organizational capacity and mission alignment.
- Execute on annual goals initiatives, delivering high performing educational culture, platforms, processes & outcomes.
- Maximize quality and performance to development of framework and metric system to ensure stakeholder accountability.
- Promote a results-oriented culture which is characterized by mutual respect and collaboration among all members of the BHSN and school communities.
- Manage core academic and business operations; coordinate the contributions of and integration of the network within the different departments and schools to support and strengthen capacity.
- Manage and develop shared services team; work with Senior Leaders in the areas of Accountability, Academic, Operations, Knowledge Management and Data, Development and External Relations to ensure alignment and strategic implementation; couple programmatic needs to resources and opportunities on a platform that is conducive to success, cost effectiveness, and a value added to student success and the goals of the organization.
- Oversee and monitor finances and resources, ensuring that expenditures support the mission and those revenues and expenditures are within budget.
- Oversee the development and implementation of school policies and plans; review and recommend any necessary changes, ensuring compliance with applicable laws and regulations.
- Develop and nurture partnerships with partner, support and other organizations that fit the strategic plan and advance its purposes.

New York City Department of Education

New York, NY

Director – Office of Portfolio Development

November 2007 – March 2009

- Expanded cross-functional responsibilities within the Office of Portfolio Development and Charter School Office.
- Act as Chancellor designee for Charter Schools, designing and implementing fiscal, operational and educational policy,
- Managing over 300mn in funds for a cohort of 80 institutions.
- Engaged in the development and sustainability of overall NYC school landscape and portfolio options, via the new school development process, start-up and ongoing support of institutions.
- Conduct ongoing sustainability evaluation and metric integration, academic accountability, organizational viability and assessment, external affairs, legislative policy negotiation, as well as interdepartmental and intra-city agency coordination and integration.

Associate Director – Office of New Schools

April 2006 – November 2007

- Manage Finance & Funding for citywide charter schools in the amount of \$350mn in assets; collect and audit school invoices, analyze enrollment data, establish spending plans & coordinate with financial operations to process payments for 100 charter schools; conduct annual reconciliation of enrollment data and payments; Administer New Start-Up Grants for Charter Schools; provide training of finance rules, regulations, and processes; analyze, review and evaluate school audited budgets & financial projections.
- Coordination of State and City assessment process and test materials as well as training of test administration rules and regulations
- Manage youth development support services acting as lead on problem solving, as well as administration of best practice & implementation of policy in the areas of: Placement, Discipline, Discharge/Expulsion, Safety, Health, Parent Engagement, etc.
- Manage and liaise direct city-wide services/operations acting as lead on coordination & negotiation of services between DOE & Charter Schools including: Transportation, School Food, Sanitation Services, Technology (ATS/FAMIS/CAP/ETC), Contracts & Procurement, Division of Financial Operations, Division of Budget & Revenue, Attendance, OSEPO, Chancellors Office, DAA, etc.
- Active contributor in New School Development process; assist in review, interview and approval of pipeline candidates; perform financial and feasibility analysis of candidates; manage operational roll-out, facilities siting and training.
- Active team member of charter School Authorizing team; key role in implementing best practice, policy and ensuring compliance to all Chancellor Authorized schools in the areas of financial, operation, development, special needs, compliance, policy and governance.
- Conduct and lead on economic, subject and sector specific analysis for purposes of improving and recalibrating policy as part of mid & long term outlook.
- Work in collaboration with external partners and support organizations, driving value added support and advocacy from a non-profit perspective.

Regional Network Specialist / Business Analyst – Regional Operations Center

September 2005 – April 2006

- Primarily responsible for identifying financial and operational needs for two school networks (40 schools), ensuring basic & mandated needs are appropriated correctly and consistently, in relation to existing priorities.
- Work with senior management, Superintendents and departmental staff on all phases of business and operation analysis.
- Interface with ROC-based and central school-support staff (Technology, Facilities, Transportation, Food Service, Financial Operations), to ensure the timely and complete resolution of issues/needs as communicated by the principal(s) and school liaison(s).
- Facilitates fiscal and operational processes to ensure timely compliance in relation to guidelines and deadlines.
- Leverage internal DOE data systems to complete analysis and tasks on daily basis; FAMIS (accounting), GALAXY (budget), ATS (school registers), COGNOS (payables), Intranet.
- Review & approve system transactions related to budget, procurement and personnel services, making recommendations as necessary.
- Develop and implement training on all levels to school administration to promote functional autonomy.
- Leverage macro analytical skill set to assist in long term planning.
- Conduct quantitative research, cost analysis and surveys aimed at improving efficiencies & meeting long-range financial goals.
- Makes school visits, as necessary, scheduled or requested.

Regional Business Manager/ Analyst – Regional 10 Superintendent ILC

November 2003 – September 2005

- Preparation, analysis and ongoing management of regional budget amounting to \$60 million + in mandates, programs and grants, adhering to regulatory requirements and allocation parameters.
- Conduct quantitative research, cost analysis and surveys aimed at improving efficiencies & meeting long-range financial goals.
- Serve as middle office manager/project manager liaising between executive, instructional and operational staff. Work especially close with Regional Superintendent, Local Instructional Supervisors, Regional Instructional Specialists, Operations Director, Budget Officer, Senior Grants Officer & Contracts Officer, leading the process for implementing improvement initiatives.

- Work collaboratively with senior staff to support the policy and decision-making of management through qualitative and quantitative analysis, ensuring effective application of best practice, while developing key relationships ensuring smooth information and work flow.
- Monitor, communicate expenditure information & employed standard operating procedures relating to purchasing policies.
- Supervise offsite staff, including office services, timekeeping and payroll.

Alliance Capital Management L.P. / Sanford C. Bernstein

New York, NY

Product Development & Branding Manager / Finance Analyst

December 2000 – June 2002

- Developed, structured and positioned firms' products & campaigns implementing global initiatives from pre-launch to post drip campaigns, outlining and executing business strategies along a spectrum of distribution channels aimed at institutional and retail clients.
- Developed product concepts based on feasibility analysis, market viability and regulatory requirements, while analyzing industry & market landscapes, in conjunction with competitive reviews to determine demand, trends and drivers.
- Provided style analysis, asset allocation models, risk assessment, performance and attribution analysis for funds & portfolios.
- Managed integrity of content & creative production of presentations, sales ideas, brochures, fact sheets, & other marketing materials.
- Operated as project manager spearheading & liaising between global sales heads, legal, relationship management, operations, marketing, communications and various investment groups on various initiatives.
- Functioned as the product spokesperson during due diligence and quarterly third party product performance reviews
- Conducted product line assessment reviews, implementing ongoing rating systems for purposes of client retention, asset growth (\$450bn) & sales growth (\$6bn per annum).

Amerindo Investment Advisors, Inc

New York, NY

Marketing Analyst / Marketing Associate

June 1999 - November 2000

- Assisted in implementation of investment strategies, including hedge, offshore and separately managed account products.
- Managed institutional, retail and third party consultant relationships for marketing team.
- Responsible for creative implementation of presentations, fact sheets, and press materials, as well as other marketing materials.
- Supervised a team of marketing associates including RFP, RFI and due diligence response process.
- Provided performance and risk measure analysis for internal/external assessment on emerging-growth technology products.
- Collaborated and liaised launch of \$640 million dollar global alternative investment product.

EDUCATION

Nyack College, Organizational Management

2001 - Nyack, NY

DOE RELATED TRAINING

ROC Academy, Leadership Development Institute, Train-the-Trainer, Service Excellence, Project Management Fundamentals, Project Management Advanced, Budget/Fiscal/Procurement Training Seminars

COMPUTER & FINANCIAL APPLICATIONS

Microsoft Office Suite, MS Project 2003, Fact Set Research Software & Portfolio Analyzer, S&P AIM Software, S&P Micropal Database, Lipper Database, Bridge, Bloomberg, Zephyr, FAMIS, GALAXY, ATS, HSAPPS, COGNOS, HEAT, NYSTART

John Elwell, Ed.D.

PROFESSIONAL EMPLOYMENT

August 1998 to present
Executive Director

Replications, Inc.
292 Fifth Avenue, 4th Floor
New York, NY 10001

As the President and Founder of Replications, Inc. Dr. Elwell has designed and field-tested a model process that results in the creation of high performing public schools based on successful existing model schools. The replication process developed by Dr. Elwell and his staff is cost-effective and highly reliable. In six years Replications, Inc. has created fifteen exemplary New York City public schools in Regions 1, 2, 5, 8 and 10. In September 2002 Replications, Inc. received a 4.8 million dollar grant from the Bill & Melinda Gates Foundation to partner with the New York City Department of Education in creating eight small high schools. Five of the Gates-sponsored high schools opened successfully in September 2004.

March 1997 to July 1998
Vice President of Education

Clearpool, Inc.
23 Gramercy Park South
New York, NY 10023

As the Vice President of Education Dr. Elwell worked with the Clearpool/SEO Executive Management Team, site directors and principals of partner school to develop and implement a Charter of Collaboration. The Charter, a written agreement between Clearpool/SEO and its partner schools, describes the nature of the partnership and outlines partners' responsibilities to each other. The Charter, which is widely viewed as a model for how outside agencies can work more effectively with public schools, has served as the basis for a three-year action plan, which was successfully implemented. Dr. Elwell worked closely with the leadership and staff at the Clearpool Education Center at Carmel, New York to increase participation of partner schools and other public schools, to enhance the linkages between the Center and its partner schools, to improve management and to further refine the dual campus concept. Working with the Executive Management Team and the Gould Partners business office, Dr. Elwell developed a streamlined, more transparent budgeting process. In addition, Dr. Elwell oversaw the transformation of the Executive Management Team into a more collaborative Clearpool Management Team, which now includes the principals of Clearpool/SEO partner schools. His duties included:

- Managing the design, development, implementation, and ongoing assessment of all K-8 educational programs in the Clearpool/SEO network
- Sharing responsibility for the residential curriculum and program design, development and implementation at the Clearpool Education Center in Carmel, New York
- Managing the extended day curriculum and program design, development and implementation
- Documenting program development
- Managing the support and professional development for directors at each Clearpool/SEO site
- Joint leadership of the Clearpool/SEO Directors team
- Evaluating program efficacy and coordination of external evaluation
- Serving as a member of the Executive Management Team and the Clearpool management team
- Serving as the liaison to Board Committees as appropriate
- Serving as the liaison to the Gould Partners Education Committee as necessary

- Serving as the liaison to Community School Boards, Superintendents and of the Board of Education personnel
- Serving as the external spokesperson for the Clearpool/SEO network

February 1994 to Present

Senior Fellow

Center for Educational Innovation
Manhattan Institute
52 Vanderbilt Avenue, New York, NY 10017

As a Senior Fellow at the Center for Educational Innovation (CEI), Dr. Elwell's duties include:

- Advising superintendents, school system officials, and school board members on educational policy, educational politics, educational planning, organizational design, management information systems, institutional development, school restructuring, new school startups, parental choice and curriculum
- Overseeing CEI's educational technology initiatives. This includes helping forty-four CEI/Annenberg schools develop technology plans, linking the schools with e-mail and leading a CEI collaboration with the Dalton School to develop six school demonstration sites where Dalton's highly effective use of curriculum-driven computing will be introduced to public schools
- Leading CEI's effort to create organizational networks of CEI/Annenberg schools. Dr. Elwell oversees three CEI/Annenberg networks and provides technical assistance to four others
- Overseeing the Gilder Initiative, a parental choice initiative in eleven New York City Community School Districts supported by Manhattan Institute trustee Richard Gilder. Dr. Elwell helps district administrators design systems to promote and manage choice, including the design of student databases and the publication of school directories. He works with principals and their staffs in restructuring large junior high schools into sub schools and with teacher-directors in the design and implementation of new alternative schools
- Developing and field-testing a model school assessment process based on self-evaluation and peer review
- Designing and implementing professional development workshops for school leaders and teachers, and
- Designing and leading CEI special events such as the annual Summer Leadership Institute and the CEI/Annenberg Reading Test Preparation Retreats.

February 1990 to February 1994

Director of Alternative Schools

Community School District 3
300 West 96th Street, New York, NY 10025

As the Director of Alternative Schools for District 3, Dr. Elwell's designed and implemented a system of middle school choice which included the design of a computerized management information system, the development of an office of parent outreach, the design and dissemination of promotional materials, the establishment of middle school fairs, open houses and meetings with parents and community groups. His duties included:

- Serving as the district's spokesman for choice at educational conferences.
- Supporting the startup of new alternative elementary and middle schools throughout the district, involving identifying and training directors, designing planning processes, developing curricula, establishing assessment procedures, and supporting staff development activities
- Acting as an advocate for directors and their staffs
- Creating mechanisms for the sharing of ideas among alternative schools
- Helping directors in grants writing and in the search for corporate and foundation support
- Working with the Alternative Schools Committee of the Community School Board in developing Alternative School policy, and

- Serving as the rating officer for Alternative School Directors and their staffs

As the Project Director for the redesign of the Wadleigh Secondary School, a position held concurrently with that of Director of Alternative Schools, Dr. Elwell was responsible for the physical and educational redesign of the Wadleigh Secondary School. This included:

- The development and implementation of the complete educational program for the Wadleigh Secondary School
- The development of external resources including a school/business partnership with the Colgate Palmolive Company
- Working with the Division of School Facilities in the development of a program of space requirements and in ordering furniture and equipment
- Serving as liaison between the Office of Manhattan High Schools, Community School District 3 and the School Construction Authority, and
- The planning, implementation, and development of funding sources for a school-based health clinic, a day care center, and an office of external resources for Wadleigh.

January 1986 to February 1989

Project Director, Cities in Schools

Community School District 4
319 East 117th Street, New York, NY 10035

As Project Director for Cities in Schools in District 4, Dr. Elwell's responsibilities included:

- The development and implementation of programs designed to improve attendance, and to support the educational mission of the six schools in which Cities in Schools teams were located
- The coordination and supervision of the day to day operation of the project
- The design and management of six Cities and Schools After School Centers
- The preparation of budgets for recreational programs, supplies, and trips
- The planning and implementation of workshops in areas such as health, careers, housing, and continuing education, for students and parents, and
- The coordination of existing educational, recreational, and social services within the district to insure the successful integration and delivery of services.

1985-1986

A.I.D.P. (Project Y.E.S.)
Facilitator

Alternative Education Complex
240 East 109th Street, New York, NY 10029

As an A.I.D.P. facilitator, Dr. Elwell's responsibilities included:

- Targeting students and tracking their progress
- Scheduling activities of the school-based Project Y.E.S. team, and
- Coordinating Y.E.S. team efforts with representatives from community-based organizations, representatives from cooperating programs and guidance personnel.

In addition to fulfilling his duties as an A.I.D.P. facilitator, Dr. Elwell developed and directed the District 4 Private School Placement Program. Because of his efforts thirteen private school scholarships (amounting to over \$92,000.) were awarded to District 4 minority children in school year

1985-1986

Director

New York Prep
315 East 113th Street, New York, NY 10029

Dr. Elwell was the founder and former director of New York Prep (formerly the Sports School). New York Prep was one of the first of the District 4 Alternative Junior High Schools. Under Dr. Elwell's direction, the school developed strategies and systems designed to enhance and to extend the role of the classroom teacher in all areas of school design and organization. This resulted in a school environment which supported team-teaching, experimentation, and the integration of curriculum. Some of the programs developed at New York Prep under Dr. Elwell's leadership were: a co-ed intramural sports program, a two-day exchange program with Princeton University students, a four-day American History trip to Washington D.C., a Columbia Law School tutorial program, and an annual one-week school Olympics.

1971-1978

Teacher of Reading and Math

Jackie Robinson Jr. High School
106th Street & Madison Avenue, New York, NY 10029

1970-1971

Teacher of English

Scarsdale High School
Scarsdale, NY

1969

Language Training Coordinator
Peace Corps

College of the Virgin Islands
U.S. Virgin Islands

1968

Teacher of English

James Fennimore Cooper J.H.S.
New York, NY

1965-1967

Peace Corps Volunteer

Northern Nigeria

Summer, 1963

Assistant Director

Camp Waubeeka
Boy Scouts of America
Copake, NY

PUBLICATIONS

Hausa Language Review Materials, U.S. Peace Corps, Kaduna, Nigeria.
Hausa Language Test, E.T.S. Princeton, NJ

EDUCATION

Ed.D., Educational Administration, Teachers College, Columbia University
Ed.M., Educational Administration, Teachers College, Columbia University
M.A., English Literature, New York University
B.A., English Literature, Boston University

JEFFREY ALAN SIMES

Areas of Practice

Jeffrey Simes is a partner in the firm's Litigation Department, where he has significant experience with complex business litigation, including securities and corporate governance, government and internal investigations, commercial disputes, intellectual property, insurance and products liability. Mr. Simes has worked on a wide variety of significant civil cases in federal and state courts at the trial and appellate level throughout the country.

Work for Clients

Mr. Simes' civil litigation work has involved complex business litigation and consulting work for both Fortune 500 companies and emerging technology companies in a wide range of disputes. Mr. Simes has successfully represented significant financial institutions as well as issuers in securities lawsuits and class actions. He has successfully litigated and arbitrated commercial, post-closing and "busted deal" disputes in numerous jurisdictions, as well as shareholder derivative actions, partnership disputes and other matters involving allegations of breaches of fiduciary duties. Mr. Simes has also conducted internal investigations for various clients into diverse issues including alleged accounting improprieties, options back dating and fiscal compliance issues. In addition, Mr. Simes has counseled companies, both domestic and foreign, with respect to government investigations and inquiries.

Mr. Simes' criminal law experience includes both appellate defense work in state and federal courts, as well as prosecution as a Special Assistant District Attorney for the Middlesex County District Attorney's Office.

Professional Activities and Community Service

With prior experience as a public school teacher in Brooklyn, New York, Mr. Simes has performed significant pro bono work in the area of education. Mr. Simes was lead counsel on behalf of a class of homeless families in Suffolk County seeking to improve homeless children's access to public schooling. Mr. Simes was also involved in litigation to improve public school funding for New York City schools and has successfully represented students with disabilities. In 2005, Mr. Simes was awarded the New York State Bar Association Pro Bono Award and the Pro Bono Publico Award of the American Bar Association in recognition of his pro bono efforts.

Mr. Simes is a member of the American Bar Association and the Business Law and Litigation Sections of the American Bar Association. He is a member of the New York City Bar Association and serves on its Committee on Pro Bono and Legal Services. In addition, Mr. Simes is the pro bono coordinator for Goodwin Procter's New York office.

Mr. Simes is a member of the Board of Directors of Replications, Inc., the National Law Center on Homelessness and Poverty as well as the Lawyers' Committee for Civil Rights Under Law, for which he serves as Chair of the Education Committee.

Professional Experience

Prior to joining Goodwin Procter, Mr. Simes was an attorney at Simpson Thacher and Bartlett in New York City, where he gained extensive litigation experience with complex litigation including antitrust, patent, insurance and business contracts.

In 2001-02, Mr. Simes was on leave from Goodwin Procter to serve as Special Assistant District Attorney in Middlesex County, Massachusetts. In this capacity, he prosecuted numerous crimes in the Cambridge District Court.

Bar and Court Admissions

Mr. Simes is admitted to practice in New York and Massachusetts. He is also admitted to the U.S. District Courts for the Southern and Eastern District of New York and the District of Massachusetts, the U.S. Courts of Appeals for the First, Second and Fifth Circuits and the United States Supreme Court. Mr. Simes has also appeared *pro hac vice* in numerous jurisdictions.

Education

J.D., Harvard Law School, 1996 (*cum laude*)

M.P.P., Kennedy School of Government, 1996 (*Kennedy Fellow*)

B.A., Yale University, 1990 (*summa cum laude*)

JOHN PATRICK SULLIVAN

EDUCATION:

Fordham University, Bronx, NY
Professional Diploma Administration and Supervision

College of Mt. St. Vincent, Riverdale, NY
M.S. Secondary Education- Urban and Multi-Cultural Education

Fordham University, Bronx, NY
B.A. English Literature

CERTIFICATION:

New York State SAS Permanent
New York State SDA Permanent
New York State English 7-12 Permanent

EXPERIENCE:

March 2007- **VP PSO Operations**

Present **Replications, Inc., New York, NY**

- Oversee the daily operation of 11 NYC DOE schools in the PSO
- Advise principals on daily school operations such as budgeting, hiring, observations, reviewing and using data
- Help principals navigate the DOE systems
- Help principals trouble shoot and solve problems
- Work with NYC DOE PSO Support Office to ensure that all nine schools are meeting and exceeding goals
- Provide professional development for principals, assistant principals, teachers of students with needs, and general education teachers

July 2004- **Principal Mott Hall High School**

March 2007 **New York, NY**

- Founding principal of small school backed by Replications, Inc., NYC DOE, and the Gates Foundation
- Empowerment School member
- Managed an operating budget of \$2.3million
- Course pass rates, Regents exam pass rates, and attendance percentages surpassed that NYC High School averages
- Used data to design curriculum to meet the needs of students
- Instituted programs to support families and students in successful completion of high school
- Designed professional development to meet the individual growth needs of staff members
- Promoted parent involvement through School Leadership Team and workshops
- Engaged the community in the instructional and social lives of the students

February 2004 – **Assistant Principal MS/HS 368 IN-Tech Academy**

June 2004 **Bronx, NY**

- Supervised sixth through eighth grade English, Social Studies, Foreign Language and Art teachers
- Responsible for daily operation of sixth grade school site
- Designed professional development for staff
- Ran after school program
- Managed grade budgets and organized supply ordering

- Interviewed and hired English, Social Studies, Foreign Language and Art teachers
- Wrote and received several instructional support grants
- Designed and opened the high school component of the school
- Ninth grade/High School AP

August 2000– **Center School**

February 2001 **New York, NY**

- Intern School Administrator
- Worked with Replications, Inc, to identify school culture
- Worked with teachers identified by Replications, Inc. to design and institute school culture

September 1999- **Woodlands High School**

June 2000 **Hartsdale, NY**

- Taught ninth and tenth Grade English
- Revitalized the school newspaper
- Taught Journalism elective
- Member of school discipline committee
- Instituted the Summer Scholars Program at Williams College

September 1993- **Theodore Roosevelt High School**

June 1999 **Bronx, NY**

- Taught English ninth-twelfth grades
- English teacher for the CO-OP Study Program
- Responsible for school outreach to middle school students
- Served as Coordinator of Student Activities and organized all assemblies, trips, and extra-curricular activities for students
- Student Government advisor
- Yearbook advisor
- Cooperating teacher for student teachers from Fordham University
- Member of school planning team
- Designed and ran summer Performing Arts Program
- Coordinated the Summer Scholars Program at Williams College

PROFESSIONAL ORGANIZATIONS

Kappa Delta Phi
 Fordham University's Principal Leadership Institute
 National Association of Secondary Principals
 Association for Supervision and Curriculum Development
 National Association of Teachers of English

RELATED SKILLS

CPR training
 Efficacy Training
 UBD Training
 Conflict Resolution and Mediation Training

I am an open-minded, enthusiastic educator/leader with a passionate commitment towards student s' high academic achievement and healthy personal development. I am skillful in the design of challenging, enriching, and creative activities that address the diverse interests and learning needs of students. I possess outstanding communication skills. I am highly effective in building relationships with all members of a school community in order to create an environment conducive to teaching and learning. I am passionate about designing a school that makes college a possibility for all students not just a dream.

EDUCATION:

Nova Southeastern University; Doctorate in Instructional Leadership, Sept. 2002

Baruch College; Masters in Ed. Administration and Supervision, 1999

St. John's University; Master of Business Administration, 1986

York College; Bachelor of Arts in Economics, Cum Laude, 1984

EXPERIENCE:

Founding Principal

Mott Hall Science and Technology Academy, July 1, 2009 to Present

- Create and support professional learning community programs.
- Supervise all instructional programs
- Manage school resources and operations including staff supervision
- Create and support a culture of data driven instruction and assessment
- Establish community outreach programs

Assistant Principal

Mott Hall Bronx High School, September 2008 – June 2009

- Study Mott Hall model, culture and essential features and the implication on curriculum, instruction, community outreach and other school-wide decisions.
- Curriculum mapping/Unit & Lesson Planning
- Support teachers' writing of yearly goals and alignment with classroom instruction.
- Data analysis of diagnostic tests and implication for differentiating instruction for ELL, IEP and low performing students.
- Create scope and sequence for community outreach
- Supervise core, grade and content teams
- Shadow school principal in other areas of operations & management

Resident Principal

The Brooklyn Latin School, August 2007 – June 2008

- Managed all aspect of data driven instruction at TBLs. One hundred percent (100%) of our students scored between 74% and 98% on the Math A Regents
- Curriculum mapping & development
- Led Professional Learning Community (PLC) workshop in Interim Assessment & Data Analysis and Advisory
- Supported teachers' writing of Instructional Improvement Plan from Interim Assessment data
- Understanding by Design Unit Planning

- Observed and Supervise the professional growth of Math & English teachers
- Performed content analysis of lessons with teachers
- Shadowed school principal in other areas of operations & management

Site Director

Middle School Alternative Learning Center (Region 6), August 2006 – June 2007

- Conducted student intake and placement
- Provided instructional leadership in Social studies, Science, English Language Arts and Technology
- Facilitated workshops and coordinated all professional development activities
- Conducted teacher observations and other staff evaluations
- Responsible for the daily operation of the site
- Coordinated all CBO activities in the building
- Coordinated all parent conferences

Assistant Principal

Mahalia Jackson Middle School 391, 1998 – June 2006

- Supervised teachers, educational assistants and school aides
- Supervised social studies, foreign language and technology programs
- Supervised the administration of citywide and New York State tests
- Assisted the principal with the annual evaluation of staff
- Facilitated workshops and supervised staff development
- Supervised the delivery of special education services

Selector,

New York City Teaching Fellows Program, October 2005 - Present

- Review and evaluate college transcripts, resume and personal statements of applicants
- Interview candidates
- Write final reports about recommendation for acceptance/non acceptance into the scholarship program

Social Studies Teacher/Dean

Mahalia Jackson Middle School 391, 1986-1998

- Taught American and Global History
- Created and implemented Instructional Improvement Goals
- Item analyzed students' test scores
- Created social studies scope and sequence
- Supervised lunch room and students' arrival and dismissal from school

PROFESSIONAL AFFILIATIONS:

- Association for Supervision and Curriculum Development
- Council of Supervisors and Administrators
- American Federation of School Administrators

VOLUNTEER:

- Little League Baseball, East Brunswick.
- Board Member, Parish Pastoral Council at Sacred Heart Catholic Church in South River, New Jersey.

ACADEMIC/PROFESSIONAL RECOGNITIONS:

- Omicron Delta Epsilon, Honors in Economics.
- Dean's List

- Two time recipient of the Merit Award for Improved Student Achievement, New York City Department of Education

RAJEEV S. BAJAJ



EXPERIENCE

1/08-Present

Kitamba, Inc.

New York, NY

Founder & Principal

- Created and lead a strategy and execution focused consulting firm serving K-12 school districts and education non-profit clients with performance management, organizational restructuring, and information technology needs. Initial clients and projects include:
- The leading charter school facilities real estate developer in New York City. Project engagement focused on revamping client engagement strategy and prospecting process and organizational restructuring.
- A New York state school district undergoing a broad transformation with a focus on performance management and school accountability
- A first of its kind education non-profit funded through leading national philanthropic organizations to support charter schools in one of New Jersey's largest cities.
- A new state education agency developing a blueprint for state accountability in their governance role over public education with a focus on innovation and school choice.

10/03-12/07

New York City Department of Education

New York, NY

Managing Director and Chief of Staff, Office of Accountability

- Developed a school performance management system for the New York City Department of Education (DOE) consisting of a school level scorecard, school quality review, and comprehensive support and training tools.
- Led the design and implementation of an innovative, district-wide web based data and knowledge management system; served as key product manager responsible for all strategic design and implementation activities ranging from request for proposals and contract negotiation through project launch.
- Managed all budget and personnel matters for the Office of Accountability; expanded the accountability team from 3 people at inception to approximately 200 staff members and developed key operations and support processes.
- Provided key management for internal project-based teams and coordination with offices across the DOE.
- Managed a portfolio of strategic initiatives including relationships with private funders and technology opportunities.

Director, Real Estate Development and New School Facilities, Office of New Schools

- Managed a team responsible for new facility development and new school placement in existing buildings as part of the Children First new schools initiative.
- Structured and negotiated business relationships and completed due diligence for all school real estate opportunities.
- Developed a public-private capital matching program for charter school facility development. Enlisted over \$10M in private support for charter facility development in New York City.
- Created and facilitated a facilities planning process for large comprehensive high schools; resulted in a framework for campus principals to align space allocation with student enrollment, an architectural "footprint", and a not-for-profit pilot leasing program.

Associate Director, Office of New Schools

- Provided operational and academic support to approximately 50 new small high school principals in the Bronx.
- Developed policy recommendations to improve new small school finance, human resources and enrollment procedures.
- Managed relationships and ongoing communication with Bronx regional superintendents and numerous local instructional superintendents in support of new and existing small schools.

Special Assistant to the Deputy Chancellor for Teaching and Learning

- Authored the DOE's Reading First grant submission including content development, budget review and document narrative.
- Provided policy recommendations for the development and implementation of 3rd grade promotion policy.
- Worked as a team-member of DOE's school restructuring effort to develop strategy for September 2004 school openings; managed ongoing process, completed data analysis, and communicated with teams across the DOE.

6/01-9/03

New York City Department of Education

New York, NY

Technology Integration Coach/4th Grade Teacher, New York City Teaching Fellow – Public School 161

- Led whole class and differentiated instruction in the classroom; integrated technology curriculum for 3rd & 4th grade students spanning multiple disciplines.
- Created and delivered technology-focused professional development to P.S. 161 educators/staff on Microsoft Office, and integrated technology lessons applicable for immediate use in the classroom.
- Researched, wrote and successfully obtained ongoing private grant funding for P.S. 161. Grants awarded totaled \$300,000 in funding and in-kind product & services and ranged from technology equipment to support for parent art/literacy programs.

9/99-6/01

Jamcracker, Inc.

Cupertino, CA

Senior Manager, Business Development

- Led efforts to create best-in-class Channel Marketing Programs for Jamcracker and the web services space.
- Managed business relationships within entire partner ecosystem and negotiated business terms/conditions for partner opportunities resulting in approximately \$100,000 of service revenue.
- Developed an innovative business model and go-to-market plan for Jamcracker's licensed technology platform and managed initial customer deal through implementation.

2/98-9/99

Microsoft Corporation

Redmond, WA

Technical Account Manager

- Managed day-to-day account and supported relationships for strategic, 'Fortune 100' Microsoft customers.
- Negotiated service contract renewal for all account relationships. Generated additional service revenues on 50% of account base to higher service level totaling \$78,000 CYQ4 98.
- Completed Microsoft Certified Systems Engineer within three months of joining the organization.

EDUCATION

Hunter College

New York, NY

Master's in Education, August 2003

Northwestern University,

Evanston, IL

Bachelor of Science in Industrial Engineering, December 1997

Major - Industrial Engineering and Management Sciences

Skills: Microsoft Certified Systems Engineer, Core exams + TCP/IP, Exchange; C programming language

Languages: Proficient in Hindi

HONORS, AWARDS AND ACTIVITIES

- Speaker, Project Inkwell Quarterly Technology Meetings: 2006, 2007
- Speaker, AIA-CAE Fall Conference -- Policy and Public-Private Partnerships; Big City/Small Schools: 2005
- Recipient of the Fulbright Teaching Scholars Award: Japan, 2003
- -Selected as speaker for closing ceremonies banquet Tokyo, Japan.
- Recipient of MetLife Teacher's Network Policy Institute Fellowship 2003-04.
- Speaker, Beaumont Foundation Conference on Digital Equity: 2003
- Contributing member of New York City Teaching Fellows Advisory Board: 2002
- United Way of King County Project LEAD Graduate: 1999
- Contributor to Microcredit India Initiative working to drive investment in Indian microfinance institutions: 1998
- Undergraduate Leadership Program Certificate: Northwestern University 1997.
- President, Phi Delta Theta Fraternity, Northwestern University: 1996/97.

Other Interests: Stand-up comedy/writing, travel, and film

Dr. Brenda E. Bravo



WORK EXPERIENCES

September 2002- August 2009 (Retired):

High School Principal
University Heights High School
At Bronx Community College
2155 University Avenue, Bronx, New York 10453

University Heights High School (UHHS) is a New York City Department of Education (DOE) Empowerment School. We are an Alternative School involved in a collaborative with the City University of New York (CUNY), located on the campus of Bronx Community College (BCC). Most classes are held in Nichols Hall. The school has access to the College facilities including computer labs, gymnasium, and library. Since it opened in February 1987, University Heights has been a member of the Coalition of Essential Schools (CES), and is a founding member of the Center for Collaborative Education (CCE). We have been a part of the New York Performance Standards Consortium, founded in 1997.

University Heights is a coeducational, college preparatory school enrolling 450 students in grades 9 to 12. While the student body is multicultural, the majority of our population is of Hispanic or African-American. Students from the five boroughs of New York City are welcome to attend; however, most reside in the Bronx. UHHS houses the program: Living for the Young Family through Education (LYFE). It is designed to help young parents finish their high school education while providing ongoing daycare services for their children. Additionally, student parents are provided with information on how to care for their children effectively. Our students need Performance Based Assessment tasks and traditional exams in order to graduate.

Our school has 50 staff members; this includes 27 teachers, one guidance counselor, and seven social workers. Our budget is over 3 million dollars a year. This figure does not include grants, or community based funding that brings an additional \$250,000.

September, 2000 - 2002

Deputy Superintendent
Community School District Nine, Bronx , NY

Deputy Superintendent responsible for supervision of Student and Family Support Services; oversight of the delivery of services to students and families.

Supervised staff from the offices of: Student Support, Special Education; Committee on Special Education; Middle School Initiative; Parent and Family Services; IDP/STH SPINS; Attendance; School Improvement/SURR Schools.

Served as Liaison for New School Development, High School Programs and College Partners; Oversight of Special Projects as assigned by the District Superintendent. Served as member of Superintendent's Cabinet. Served as the superintendent's representative on C 30 committees.

Conducted observations and gave recommendations to the superintendent for rating of principals and district office staff. Participated in the Principal Performance midyear and end of year review conferences. Supervised nine schools. This responsibility included visiting schools on a monthly, or on an as needed basis, using school self assessment instruments, such as the PASS

Tool Kit to review school practices; coordinated with District Directors and staff developers and scheduled regular school visits that monitored progress and provided technical assistance in the implementation of the school's instructional programs. Supported schools in the selection and Implementation of curriculum materials for general education, bilingual and at-risk- students. In an effort to provide choice for students and parents, supervised and coordinated the creation of new small schools and the Middle School Choice process, which offered choice to families of fifth grade students.

August 1996 - 2000

Director School Improvement Services
Community School District Nine, Bronx, NY

Supervised staff from the Offices of: Funded Programs, Student Support Services and Community Affairs, SPINS, AIDP, and School Improvement.

Supervised, planning, implementation and evaluation process for eight SURR/Corrective Action schools with 7,610 students and school budgets totaling \$58.8 million dollars. Supervised and coordinated school improvement efforts, with major emphasis on professional development for principals, Instructional staff, and leadership teams. In 1996 there were 12 SURR schools in the district, that number was reduced to one.

Created and developed new small schools.

Assisted schools in the hiring and evaluation of staff.

Oversight of the school-based budget planning process for Title I/PCEN programs, totaling \$20 million dollars. Planning included: needs assessments based on data analysis, committee planning, program and material review, and use of school comprehensive educational plan.

Supervised and oversight of the planning, delivery and evaluation of Student Support Services/Community Affairs, designed to strengthen the educational program including the zoning plan, health, guidance, counseling and attendance services.

Oversight of the writing of all proposals for categorical and competitive funded programs based on comprehensive budget planning for the district.

Served as the liaison to Central Headquarters and the New York State Education Department (SED) for school improvement initiatives.

February 1995 - 1996

Administrator for Curriculum Initiatives
Office of Instructional Support
New York City Board of Education

Was principal administrator for schools under the supervision of the Chancellor. Developed strategic action plans for school reform in SURR/Corrective Action Schools. Supervised the implementation of Redesign Plans in Corrective Action schools.

Oversight of the implementation of School-Wide Programs, and Low Performing Schools initiatives in more than 300 schools. Served as team leader in development and execution of the Chancellor's intervention efforts in 'Priority Schools' and provided training modules for teachers to enhance curriculum in various content areas in order to meet the standards.

Was Superintendent for the Chancellor's School: Louis Armstrong Middle School I.S. 227

September, 1992 - 1995

Director, Special Education Training Resource Center (SETRC)
New York City Board of Education

Supervised a centralized program with 40 teacher trainers in seven resource centers with a four million dollar budget, which provided professional development and technical assistance on a citywide basis to teachers/administrators and parents in general and special education.

While supervising SETRC, additional duties included:

February, 1993 - June, 1993

Community School Board 12
New York City Board of Education

Served as Trustee (appointed by the Chancellor) in place of a Community School Board in District Twelve . Oversaw district functions of budget, personnel and instructional programs. Position was held until Community School Board Elections.

October, 1992 - 1994

Assistant Superintendent
NYC Office of Monitoring and School Improvement

Assisted new Superintendent for Monitoring. Monitored programs in community school districts and central offices to ensure compliance with city mandates and state regulations for all bilingual, compensatory and special education programs in the New York City Public Schools. Ensured educational viability of program models. Assisted in preparing annual reports regarding compliance with court mandates for special education for presentation to the Central Board of Education, Court Council and Jose P. plaintiffs.

May, 1992 - October, 1992

Superintendent, Interim Acting
NYC Office of Monitoring and School Improvement

Supervised and coordinated overall organization and implementation for all bilingual and reimbursable program monitoring in New York City. Reviewed and analyzed data/reports from community school districts and central offices to ensure compliance with city and state regulations. Worked with the five OMSI Regional Deputy Assistant Superintendents on related issues and intervened at the district, central and state levels as needed with respect to the organization and delivery of such services.

September, 1986 - 1992

Regional Bilingual Coordinator/ Program Review Specialist
New York City Division of Special Education

Coordinated and supervised the overall organization and implementation of instructional and clinical services affecting culturally and linguistically diverse exceptional students in the Manhattan Region, Community School Districts one through six.

Reviewed appropriateness of the delivery of instructional programs for special education and

general education students in six community school districts in Manhattan. Consulted with community superintendents, principals, supervisors, teachers and parents to ensure corrective action.

September 1984- 1986

Project Coordinator, Title VII Project Recurso
New York City Division of Special Education,

Coordinated 13 field sites for Hispanic students in special education classes. This was a federally funded program. Prepared data/reports to ensure compliance with reimbursable program city and state regulations. Trained teachers in ESL methodologies in three community school districts in the Bronx and Manhattan.

September 1979 - 1984

Teacher of Science
Intermediate School 52
Bronx, New York

February 1976 - 1979

Teacher of Health and Science
Sacred Heart of Mary H.S. Pelham Pkwy, Bronx
St. Anthony - McDougal St., Archdiocese of New York

EDUCATION

Teachers College, Columbia University
Doctor of Education, 1991
Major: Administration/Supervision,

Ed. M. May 1985
Major: Administration/supervisor of Special Education

M. A. January 1983
Major: Special Education

Herbert Lehman College of the City University
B.A. January 1976

LICENSES/CERTIFICATION

1990	New York City Principal Junior High School
1990	New York City Principal Day School
1985	New York State SDA/SAS Certification
1985	EA Sr. Staff Devlpmt. (Levels I/II and III/IV)
1985	EA Sr. Sp. Ed. Prog. Spec. (Levels I/II and III/IV)
1976	Teacher, New York State Certified

SARAH CALDERON

AREAS OF EXPERTISE

- Arts education
- Education research and evaluation
- Education reform initiatives, including school-to-work and career & technical education
- Arts and cultural organization management
- Contextual teaching and learning, including service-learning, integrated curriculum, project-based, problem-based, and cooperative learning

EDUCATION

M.Ed. Arts in Education: Administration, Planning, and Social Policy June 2000
Harvard University Graduate School of Education

B.F.A. Printmaking June 1996

B.A. Psychology
University of Michigan, Ann Arbor, Michigan

PROFESSIONAL EXPERIENCE

Executive Director November 2008 - present
Casita Maria Center for Arts and Education

Casita Maria is a not for profit arts and education organization serving schools, youth and communities in the South Bronx, East Harlem, and across all five boroughs. The mission of the Casita Maria Center for Arts and Education is to empower youth and their families by creating a culture of learning through high quality social, cultural, and educational opportunities.

Responsible for fiscal management, board development, fundraising, program development, partnering with public schools, and managing teaching artists.

Founder and Executive Director December 2006 – present
Stickball Printmedia Arts, New York, New York

Stickball Printmedia Arts is a not for profit printmaking and digital arts education organization and studio. Stickball works collaboratively with schools, youth, artists, community organizations, and community residents to promote arts education in these schools and communities. Responsible for fiscal management, board development, fundraising, program development, partnering with public schools, managing teaching artists, and at times teaching middle and high school students.

ArtsCount Advisor June 2007 – June 2008
New York City Department of Education, New York, New York

ArtsCount is the New York City Department of Education's new arts accountability initiative. Directed the design, writing, and implementation of the City's first Annual Arts in Schools Report which provides an analysis of arts education across the school system and individual arts reports for each school. Created systems of data collection, reporting, and accountability for the arts.

Managed the NYC Department of Education's Arts Education Taskforce. Composed of arts and cultural organizations, funders, business partners, and principals, the Taskforce was charged with tackling collaborative projects including the creation of an arts education quality rubric and improving the Annual Arts Education Survey.

Project Director, Wallace Arts Learning Initiative February 2006 – June 2007
New York City Department of Education, New York, New York

Project Director for a planning project - the Wallace Arts Learning Initiative. The Fund for Public Schools received funding from The Wallace Foundation to support the New York City Department of Education, the Department of Cultural Affairs, the Center for Arts Education, and the Department of Youth and Community Development to create a business plan to provide quality arts education to New York City children both during and after school. Facilitated meetings of key partners and broader community, conducted research including quantitative data analysis and

qualitative data gathering, wrote business plan, and coordinated all consultants and subcontractors.

Senior Research Associate

November 2004 – January 2006

Research Associate

September 2000 – November 2004

MPR Associates, Inc., Berkeley, California/New York, New York

Responsible for designing and managing qualitative and quantitative research and evaluation projects on a variety of educational issues. Many of these evaluations involved conducting all aspects of multi-state data collection and analysis activities such as interviews with school personnel, focus groups, survey design, and advanced data analyses.

Representative projects:

- *Contextual Teaching and Learning Strategies in High Schools (American Youth Policy Forum)*
- *Literature review on middle grades academic achievement (Southern Regional Education Board)*
- *California School-to-Career evaluation (California Department of Education)*
- *National Assessment of Vocational Education Study of the Quality of Vocational Education (U.S. Department of Education)*
- *9th Grade Remediation: A Best Evidence Research Synthesis (U.S. Department of Education)*

Vice President, Board of Directors (Chair, Fundraising Committee)

June 2002 – June 2004

Artist-in-Residence

September 2001 – June 2002

Opera Piccola, Oakland, California

Taught after-school and in-school middle grades project-based photography and literacy curriculum. Served as Vice President and Co-chair of the Fundraising Committee for the Board of Directors.

Schools Coordinator

October 1997 – July 1999

Edge/Up School-to-Work Initiative, Chicago, Illinois

As recipient of federal School-to-Work funding, worked to build sustainable relationships between industries, community organizations, and eight schools. Trained teachers on integrating career & technical and academic curriculum, project based learning, and service learning. Accountable for federal grant management and development, which included the receipt of a federal grant for \$273,000.

Service Learning Consultant

May – September 1997

Do Something! Chicago, Illinois

Reviewed and wrote curricula for 16-week youth leadership and service-learning classes.

Artist-in-Residence

August 1995 – May 1997

Gallery 37, Chicago, Illinois

Taught in middle school after-school arts program; taught an after-school mural program at Ethiopian Community Center; taught printmaking for families in various Chicago Parks.

Assistant Director and Educator

Summers 1994 – 1997

High/Scope Educational Research Foundation, Ypsilanti, Michigan

Trained staff on project-based learning and developmentally appropriate curricula. Planned and taught project-based, hands-on educational programs and service-learning to international underprivileged adolescents at five-week risk prevention program.

Researcher

June – August 1995

Center for African and African American Studies, Ghana, West Africa

Examined Western influences on urban art and apprenticeship with Dr. Nii Quarcoopome.

PROFESSIONAL EXPERIENCE:

MAY 08-
PRESENT

ARCHADEMIA, MORRISTOWN, NJ
PRINCIPAL

Founded a distinctive consulting firm specializing in innovative Real Estate and Facilities planning services to school districts, education non-profit and for-profit organizations. We are focused on supporting Superintendents as they formulate a district educational reform plan, providing services specific to developing a cohesive related facilities strategy. Our area of expertise is the point where facility and education reform intersect, both at macro - citywide planning and micro-building specific levels, and include district specific space allocation standards, analysis of district-wide real estate portfolio for opportunities to support reform initiatives, and building master planning. Current projects include facilities policy work, facilities assessment and restructuring projects for urban school systems in New York and New Jersey.

SEPTEMBER 06-
MAY 08

NEW YORK CITY DEPARTMENT OF EDUCATION, NEW YORK, NY
DIRECTOR OF SITE PLANNING AND DEVELOPMENT, OFFICE OF PORTFOLIO DEVELOPMENT

Created and implemented tools and processes for managing real estate portfolio to support system-wide school reform and restructuring initiatives. Responsible for inventing and implementing mechanisms and procedures for identifying, quantifying and assigning under-utilized space throughout entire district. Process included collection/comparison of building capacity and enrollment data against district demographic/enrollment projections, verification of analyses through physical surveys and walkthroughs, collaboration with district leadership and school communities to confirm viability of and negotiate for opportunities within specific sites. Designed a matrix of architectural and geographic attributes for each location that informed facilities-based data driven recommendations for siting new schools and programs in under-utilized buildings. Conducted meetings with school administration(s) to resolve siting concerns. Designed space allocation Masterplan(s) through collaborative engagement with Principals that optimize existing building assets and architectural characteristics. Authored tools for standardized and consistent space planning including walkthrough protocols, building statistics summary worksheets, and space allocation footprints for general education, special education and specialized programs. Represented the interests of NYC Department of Education at the NYC School Construction Authority as liaison to design teams for specific Capital Projects including public-private partnership projects and large campus restructuring.

SEPTEMBER 04-
SEPTEMBER 06

NEW YORK CITY SCHOOL CONSTRUCTION AUTHORITY, QUEENS, NY
SENIOR PROJECT MANAGER/CONSTRUCTION ASSESSMENT SPECIALIST

(assigned through L. J. Gonzer Associates, Newark, NJ)
Managed and facilitated architecture/engineering design process to support NYC Department of Education small schools initiative. Responsible for entire design phase, from preliminary interviews with Principals through bid analysis. Design phase included feasibility studies, user interviews, program development, client engagement for review and approval throughout process, site evaluation, development of five-year master plan/annual phasing plans, conceptual design, coordination with/management of Architectural and Engineering consultants, coordination with internal Architecture and Engineering staff, budget review and project fiscal control, review of construction documents and furniture specifications, bid analysis/award, coordination with consultant and/or in-house staff for procurement DOB permits and signoffs. Projects include the conversion of twelve large high school sites in the Bronx to campus environments housing multiple smaller theme-based academies. Total construction budget for projects completed in 2005 was forty-five (45) million dollars.

APRIL 1999 -
SEPTEMBER '04

PORT AUTHORITY OF NEW YORK & NEW JERSEY, NEW YORK, NY
SENIOR PROJECT MANAGER/REAL ESTATE DEPARTMENT, OFFICE SPACE SERVICES DIVISION

(assigned through L. J. Gonzer Associates, Newark, NJ)
Managed and implemented all project phases as required to support construction of 1.5 million square feet of facility and office space for all business divisions. Duties included client interviews/definition of project scope, programming/identification of design parameters, lease review and evaluation, preliminary space planning/conceptual design, coordination with/management of Architectural and Engineering consultants, management of internal design and construction staff, budget development and control, scheduling labor relations/dispute resolution, project documentation, review of construction documents and furniture specifications, bid analysis/award, coordination with Expeditors for DOB permits and signoffs, field supervision of General Contractor and/or Trades, furniture installation

and relocation of personnel into completed project site. Noteworthy accomplishments were the construction of 250,000 square feet of post-9/11 emergency temporary business offices for personnel displaced from World Trade Center within a compressed two month project schedule, including building systems and telecommunications infrastructure, the development/implementation of new office construction/space standards for all Port Authority offices and the design/construction of new Executive Offices and Board Room for the Chairman, Executive Director and Chiefs.

- OCTOBER 1997 – MAY 1998** **BANK OF NEW YORK, NEW YORK, NY**
SENIOR PROJECT MANAGER/FACILITIES DESIGN DEPARTMENT
(assigned through Digital Solutions Inc., New York, NY)
Managed and executed all project tasks required for the successful planning and delivery of alterations to and reconstruction of corporate facilities. Responsibilities included scope development/programmatic analyses, conceptual design/space planning, schematic design, preparation/management of project budgets and schedules, creation and presentation of design drawings including furniture/finish selections for client approval, procurement of financial authorizations, contract documentation, furniture specifications purchasing, bid coordination and review, construction supervision, coordination of various staff and vendors (including general contractors, furniture installers, telecommunication service providers, security consultants, movers). Prominent projects included the construction of the executive suite for the retiring Chief Executive Officer and the multi-phased expansion/relocation project for the Stock Transfer Division.
- JUNE 1997 - SEPTEMBER '97** **REPUBLIC NATIONAL BANK, NEW YORK, NY**
PROJECT MANAGER /PLANNING & CONSTRUCTION DIVISION
(assigned through Digital Solutions Inc., New York, NY)
Managed all primary project phases including, but not limited to, programming, space planning, design development, design presentations, contract documentation, contract award processes, field supervision of construction, furniture installation and personnel relocations. Projects ranged in scope and responsibility from responding to simple office reconfiguration requests to managements of a 2.4 million dollar construction/consolidation effort for the Chief Financial Officer and Finance Division.
- JULY 1996 - FEBRUARY 1997** **GRISWOLD, HECKEL & KELLY, NEW YORK, NY**
SENIOR PROJECT MANAGER
- APRIL 1993 - SEPTEMBER '94** **THE SWITZER GROUP, NEW YORK, NY**
SENIOR PROJECT DESIGNER (assigned through Consulting for Architects, NYC, NY)
- JUNE 1992 - APRIL 1993** **KIDDER, PEABODY & CO., NEW YORK, NY**
PROJECT MANAGER/FACILITIES DEPARTMENT (assigned through Paradyme, Schenectady, NY)
- MARCH 1989 - MAY 1992** **SHEARSON LEHMAN BROTHERS, NEW YORK, NY**
ASSISTANT VICE PRESIDENT/FACILITIES DESIGN AND CONSTRUCTION
- JULY 1988 - DECEMBER 1988** **A T & T, PLUCKEMIN, NJ**
DESIGNER /PLANNING DEPARTMENT (assigned through L. J. Gonzer Associates, Newark, NJ)
- MARCH 1986 - JUNE 1988** **PRUDENTIAL INSURANCE CO, NEWARK, NJ**
PROJECT MANAGER /FACILITIES (assigned through L. J. Gonzer Associates, Newark, NJ)
- OCTOBER 1984 - FEBRUARY 1986** **MUSE ARCHITECTS, NEW YORK, NY**
SENIOR DESIGNER
- JULY 1983 - JULY 1984** **MERRILL LYNCH, NEW YORK, NY**
FACILITIES SPACE PLANNER (assigned through L. J. Gonzer Associates, Newark, NJ)
- OCTOBER 1982 - JUNE 1983** **METSKY-ZUCKERMAN ARCHITECTS, VERONA, NJ**
DRAFTSPERSON
- ACADEMIC EXPERIENCE:**
1978 – 1982 **BOSTON ARCHITECTURAL CENTER, BOSTON, MA**

Margo DelliCarpini

Education

- May, 2005 Ph.D., Linguistics
Department of Linguistics
Stony Brook University
Research Focus: TESOL Teacher Education, Teacher Collaboration,
Literacy Development & TESOL Methodology
Dissertation Title: Phonological Awareness and Adult Second Language
Literacy Development
- December 2000 Master of Arts in TESOL
State University of New York at Stony Brook*
- May 1999 State University of New York at Stony Brook
Bachelor of Arts in Linguistics*

Certification

New York State Teaching Certificate
Teaching English to Speakers of Other Languages, N-12
New York State School Administration & Supervision/SAS
New York State School District Administration/SDA

Professional Experience

- 2009-2010 Editor, TESOL Journal
TESOL International
- 2005-Present Assistant Professor of TESOL
Department Chairperson
Department of Middle & High School Education
Lehman College, CUNY
- 2008- Present Adjunct Professor of Composition (Online)
College of Arts & Science
Kaplan University
- 2005-present Staff Developer
Eastern Suffolk BOCES

Summer/Fall 2006 Administrative Intern, Eastern Suffolk BOCES

1999 - 2005 ESL Teacher/Coordinator
Program for Incarcerated Youth & Adults, EL/CIVICS Program, Even
Start Family Literacy Partnership
Eastern Suffolk BOCES; RE-ROUT/Jail Education

Fall 2004-8/05 TESOL Director of Field Experience & Clinical Practice
Department of Linguistics
Stony Brook University

2002 - 2004 Lecturer, Department of Linguistics
State University of New York at Stony Brook

1999 - 2002 Graduate Teaching Assistant, Department of Linguistics
State University of New York at Stony Brook

Summer 1999 ESL Teacher
Eastern Suffolk BOCES; Adult Center at Central Islip

Professional Memberships

AAAL, ASCD, Correctional Education Association, IRA, NCTE, TESOL International, NY TESOL, NYSAIEP

Dr. RAMON A. NAMNUN



PROFESSIONAL EXPERIENCE:

2009-10 Executive Leadership Institute; Mentor in Advance Leadership Program for Assistant Principal
2007 & 2008 New York State Teacher Certification Examinations Advisory Committee Member,
Educational Leadership Assessments Item Review
2007 to 2009 CSA, Executive Board Member, Bronx Representative

September 2003 to Present: Day High School Principal at High School of World Cultures:
1300 Boynton Avenue room 434 Bronx NY 10472

In Addition to the normal duties and responsibilities as Principal, I am In-charge of:

Safety and Security

Facility

Chair Person of the Principals Council Meeting

PSAL (Public School Athletic League) Principal

Principal Accomplishments:

- School Report Card: **B** in 2007 and **B** with 0.6 to become a letter grade **A** in 2008 and **A** in 2009
- NYS Report Card in "GOOD STANDING" from 2007, 2008, and 2009
- Increase Graduation rate from 28% in 2002 to 71% in 2007; 80% in 2008, and 83% in 2009
- Increased Quality Review Report from Proficient (2006) to Well Developed in 2007, 2008, & 2009
- Increase students stability from 77% in 2002 to 97% to present
- Gradually increase School Performance Index from 2003 to exceed NYS and NY City Standards in English and Math in 2007, 2008 & 2009
- Establish an English Department and develop a curriculum mapping for English Language Arts
- Developed Interim Assessment in English and Math 3 times a year since 2006
- Developed an Electronic Grade-Book tool to analyze students performance and School progress
- Developed a software to manage Students Meal accountability and becoming Universal Lunch
- Established the First Music Band at the High School of World Cultures and re-establish the campus music program
- PSAL Baseball Championship 2004-2005 and Soccer Boy Division

1999 - 2003 Assistant Principal at Adam Clayton Powell Jr., P.S. 153 Manhattan

2002-2003- Assistant Principal Organization and Administration

1999 – 2002 Supervisor of all 2nd and 3rd grades

Assistant Principal Accomplishments:

- In school year 1999 the CTB-Reading test results in Grade 3, Level 3 was 14.8%. In School Year 2000 the CTB-Reading Test Results in Grade 3, Level 3 was 21.4%, it increases in a 6.6%.
- In School Year 1999 the CTB-Mathematics Test Results in Grade 3, Level 3 was 14.0%. In School Year 2000 the CTB-mathematics Test Results in Grade 3, Level 3 was 17.8% , it increases in a 3.8%
- Author of: Non-Emergency plan, Safety Plan, Shelter & Fire Drill Procedures and School Security Officer deployment schedule
- Creator of School Parent Volunteer Program
- Creator of Parent Institute Program
- Creator of New Teacher Institute Program

- Re-structuring School Scheduling (Preparation Periods), and Coverages
- Reducing Special Education. Referrals a 65% through on going training and Pupil Personnel Team Meetings
- Reduce incidents 80% during Arrival, Lunch, and Dismissal times
- School Sign-in Reorganization to improve attendance, lateness and accountability
- Author of Strategic Plan in Technology and Renovator to State of Art Computer Lab
- Implement the Discipline for Home and School Responsible Thinking Process Program

Summer 2001 Summer School Supervisor at P.S. 5, Manhattan

Summer 2000 Summer School Supervisor at P.S. 173, Manhattan

1995 – 1999 Computer Teacher and Coordinator at P. S. 28M, Wright Brothers School

Summer 1999 Facilitator in Summer Parents Institute, Teaching CSD 6 Executive PTA Board

1998 – 1999 Computer Teacher, Children Aid Society at P. S. 5M

1996 - 1999 Teaching Adults English as Second Language, Children's Aid Society at P.S. 5M

1997 & 1998 Summer Program at Dawn Hotel Shelter

1996 – 1997 Office Manager in Private Practice Medical Office, Psychiatric 2000, NYC

Summer 1995 Consultant Clinic Supervisor at PAMM Human Resources Center, Philadelphia

Summer 1994 Computer Teacher at Manhattan Learning Center

1994 – 1995 4th Grade Bilingual Teacher at P. S. 28 Wright Brothers School

1992 – 1994 2nd Grade Bilingual Project Advance Class Teacher at P. S. 28M, Wright Brothers School

1991 – 1992 Medical Clinical Trainee, St. Clare's Hospital and Health Center

1990 - 1991 Drug & Alcohol Rehab Unit Coordinator, Medical Arts Center Hospital

EDUCATION:

- National Principals Leadership Institute: Re-Imagining Schools; Summer 2008
- Harvard Graduate School of Education Leadership: An Evolving Vision; Summer 2006
- New York City Leadership Academy, SY 2004 and 2005
- The City College of New York, Required Credits in District Administration. 2002
- The City College of New York, Required Credits in Administration and Supervision. 1999
- The City College of New York, Master of Science in Bilingual Education. June, 1997
- Bergen County Technical School, Certified Computer Repair Technician in PCs. Spring 1996.
- Universidad Autónoma de Santo Domingo, Dominican Republic, Doctor of Medicine, 1986.

EXPERIENCE

GOLDMAN, SACHS & Co., NY, NY

December 2002 – Present

Vice President – Human Capital Management (HCM)

Americas Head Global Leadership & Diversity

October 2009 - Present

- Oversee diversity talent management and diversity recruiting across the Americas
- Cultivates relationships with strategic external organizations
- Build strategic partnership with senior leadership on the firmwide and divisional level
- Manages key internal diversity committees
- Work with functional specialists and divisional generalist on all diversity related matters

HCM GS Bank USA

October 2008 - Present

- Selected to establish the HR function for Latin America; based in Sao Paulo with a presence in Mexico City and Buenos Aries
- Establish firmwide HR policies and procedures for new office incorporating local requirements and practices
- Build the recruiting infrastructure in the region both for experienced and campus recruiting
- Strategic partnership with senior leadership locally to establish the governance structures
- Work with functional specialists and divisional generalist to establish connectivity to the home office
- Assess HCM activity, evaluate longer-term local support needs

HCM Manager Lat Am

January 2008 – July 2008

- Selected to establish the HR function for Latin America; based in Sao Paulo with a presence in Mexico City and Buenos Aries
- Establish firmwide HR policies and procedures for new office incorporating local requirements and practices
- Build the recruiting infrastructure in the region both for experienced and campus recruiting
- Strategic partnership with senior leadership locally to establish the governance structures
- Work with functional specialists and divisional generalist to establish connectivity to the home office
- Assess HCM activity, evaluate longer-term local support needs

Global Leadership and Diversity Manager (Non-Revenue Divisions)

December 2007 – Present

- Led combined Leadership and Diversity efforts for half the firm which includes; Operations, Technology, Finance, Services, Legal & Compliance Divisions globally
- Designed, developed and implemented the firms global Talent Management System (TMS); an integrated system to increase the connections between performance management, bench-strength, succession planning, talent management training and leadership potential
- Established governance structure and accountability measures for diversity for Operations, Technology and Finance; primary purpose to strategically assess our recruiting and retention initiatives
- Chief Operating Officer for the Firmwide Black Network, focused on strategic event programming for the black population

Generalist – Organizational Development and Diversity

December 2002 – January 2008

- Led the global Leadership and Diversity initiatives for the Operations, Technology and Finance Divisions
- Designed, developed and implemented global programs focused on Career Development and Mentoring, Experienced and Campus recruiting, Metrics Management as well as establishing seven Employee Networks
- Developed the annual global diversity plan for Technology as well as a strategic 5yr Diversity Recruiting Plan
- Established a forum of internal diversity practitioners for best practice sharing and problem solving
- Managed the Technology succession planning and high-potential review process
- Developed a diversity training program as tool for managers focusing on learning and integration

Associate – Global Diversity - Technology Division

February 2001 – November 2002

- Researched current and historical employment trends for women and minorities in STEM
- Managed Disability recruiting and acclimation for the division
- Performed statistical analysis of employees to examine the correlations, relative to promotions
- Examined the impact of forced-rank performance measures on women and minority groups

CHASE MANHATTAN BANK, Corporate and Social Responsibility, NY, NY
Chase Manhattan Foundation Intern

September 1999 – June 2000

- Editor for Chase newsletter, revised training manual for corporate leaders and produced a corporate video
- Developed statistical profile for the employee volunteer program

WESTDEUTSCHE LANDESBANK, (WestLB), NY, NY
Project Consultant for Global Structured Finance Group

January 2000 –May 2000

- Client Manager for Project Finance team applying the most frequently used financial tools, models and analysis
- Built financial model to access the risk of toll road project finance in Brazil
- Analyzed regulatory environment and tax laws
- Evaluated a project finance transaction and recommended financing strategy to produce a business proposal

THE CENTURY FOUNDATION, NY, NY
Program Intern

June 1999 – September 1999

- Researched economic, social, and political issues with an eye toward influencing progressive public policy
- Monitored federally funded social programs, like Social Security and Medicare in order to maintain web sites

DEPARTMENT OF CITYWIDE ADMINISTRATIVE SERVICES, NY, NY
Special Assistant, to the Deputy Commissioner
Executive Director, the Institute for Public Service (IPS)

April 1993-August 1998

- Fund raiser for the IPS; solicited funds in the private sector and academic institutions to support programming
- Managed day-to-day operations and oversaw the fund-raising efforts of the IPS

Assistant Director, Fellowship Programs & Treasurer, IPS

- Program Manager for New York City Urban Fellows (UF), Government Scholars (GS) and Citywide Summer Internship Programs
- Implemented orientation/training programs and managed development professional development workshops
- Designed fund-raising strategies for the UF resulting in a 48 % increase for FY'97
- Treasurer for the IPS a non-profit developed to sustain Fellowship Programs in city government

VICTIM SERVICES AGENCY / TRAVELERS AID SERVICES
Unit & Volunteer Coordinator

March 1988 – April 1993

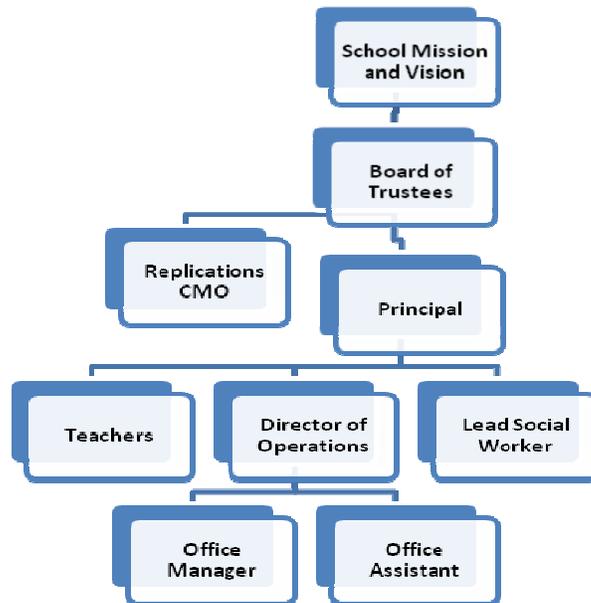
- Managed employee training in crisis and domestic violence counseling and diversity issues
- Ran the recruiting program and developed the first volunteer/internship program
- Coordinated recruitment program for senior citizens and college interns
- Relationship manager for various consulates, local, state and federal government

EDUCATION

COLUMBIA UNIVERSITY, School of International and Public Affairs, New York, NY
Master of Public Administration, Advanced Management & Finance, May 2000

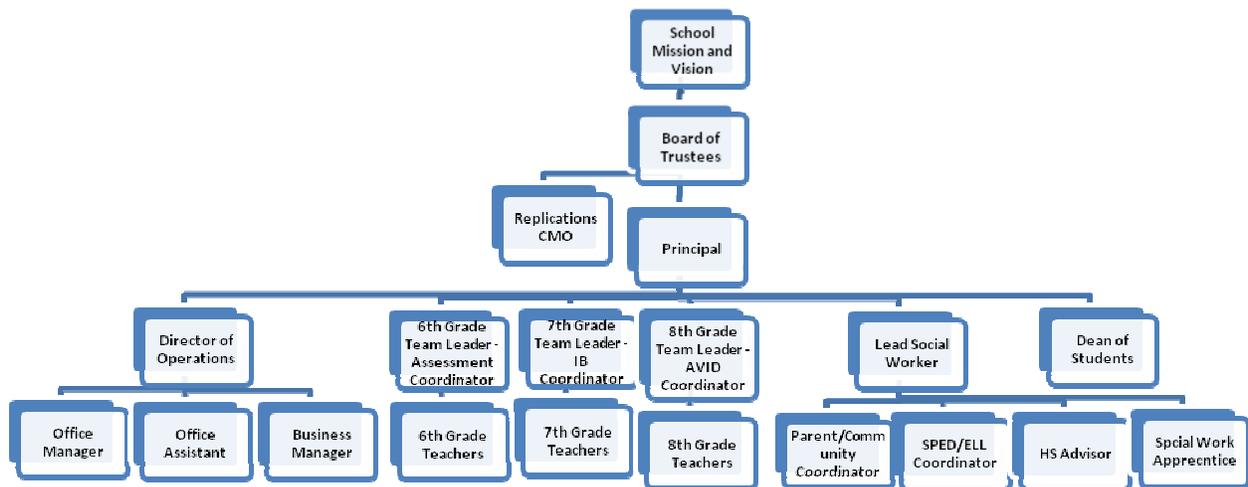
QUEENS COLLEGE, City University of New York, New York, NY
Bachelor of Arts, Psychology, January 1988

**ATTACHMENT 6:
MOTT HALL CHARTER SCHOOL FIRST YEAR AND AT-CAPACITY ORGANIZATIONAL CHARTS**



Mott Hall Charter School - Year 1 Table of Organization

Mott Hall Charter - School Table of Organization at Capacity



ATTACHMENT 7: KEY POSITION DESCRIPTIONS

POSITION: Teacher Grades 6 - 8

LOCATION: Mott Hall Charter School

ELIGIBILITY REQUIREMENTS: NYS licensed

DUTIES AND RESPONSIBILITIES:

- Provide an academically challenging learning environment through an inquiry-based approach for students in grades 6 - 8
- Integrate technology into literacy classroom
- Participate in the design and modification of the school literacy and technology curriculum
- Participate in an advisory program that fosters the development of respectful relationships between students, teachers/staff, parents, and the community
- Participate in longer instructional blocks and extended-day professional learning opportunities
- Design and implement small group intervention strategies to meet the needs of English Language Learners and Special Education students
- Participate in data-driven instructional planning and practice
- Model reflective teaching practices
- Leadership participation in various school committees and projects such as school leadership council

QUALIFICATIONS:

1. Mastery of pedagogical and subject matter skills for American History and English
2. Knowledge of NYS and NYC performance standards
3. Knowledge of differentiated instructional strategies for English Language Learners and Special Education students.
4. Understanding of Accountable Talk, Clear Expectations, and Academic Rigor in a Thinking Curriculum.
5. Understands the importance of parent and community outreach
6. Evidence of being a team player.
7. Ability to communicate effectively
8. Willingness to participate in longer instructional blocks and extended-day student support services
9. Willingness to participate in and facilitate professional learning workshops before, during or after school hours
10. Willingness to attend school-wide retreats on weekends or during personal time

COMPENSATION

We offer a generous compensation package which includes base salary and comprehensive health benefits and evolves with employees needs over time. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies.

As an equal opportunity employer, we hire without consideration of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

POSITION: Principal

ROLE:

The Mott Hall Charter School (MHCS) Principal is responsible for the implementation of the mission and vision of the school, the overall day-to-day management of the school and its employees, and ensuring the attainment of the performance goals set forth in the school's charter. The Principal is the instructional leaders of the school responsible for creating an outstanding academic program, developing educators as professionals and monitoring instructional systems for maximum student achievement in a start-up school environment. The Principal reports to the Board of Trustees, works closely with and is evaluated by Replications, Inc., the school's CMO.

LOCATION: Mott Hall Charter School

DUTIES AND RESPONSIBILITIES:

- Lead the development and articulation of the school's vision and mission to all key stakeholders.
- Serve as main MHCS point of contact with Board of Trustees.
- Serve as main MHCS point of contact with Replications.
- Act as direct supervisor and coach to the Director of Operations and Social Worker.
- Establish and maintain a collaborative and positive school culture based on the Mott Hall model.
- Ensure compliance with the school's Charter and DOE and New York State accountability systems (e.g. annual reports, Accountability Plan, renewal, etc.) and with all local, state, and federal policies and regulations (including New York State reports).
- Oversee faculty and staff recruitment, selection, evaluation, supervision, retention, and, when necessary, dismissal.
- Oversee the development of rigorous academic curriculum for all subjects and grades based on successful models and approaches
- Ensure alignment of the academic curriculum with Common Core and New York state standards and other data-based benchmarks
- Oversee documentation and communication of scope and sequence for each grade level
- Monitor grade-level progress against scope and sequence benchmarks
- Manage the design and implementation of systems to assess student achievement
- Manage the generations of standardized test and internal assessment schedules, logistics, and reporting
- Evaluate, approve, and purchase curricular materials
- Observe and coach educators daily to improve instruction
- Train and orient staff members in curricular systems and pedagogy
- Help educators to develop instructional strategies and intervention programs that elevate achievement among struggling students
- Oversee the summer staff orientation, curriculum development, professional development sessions and summer student orientation
- Build and maintain connections with parents, families, community members, and community based organizations
- Manage student issues, discipline, and family relations.
- Develop and maintain relationships with the New York State DOE, State Charter School Office and National Charter School Network

QUALIFICATIONS:

- Bachelor's degree is required (an Ed.M., Ed.D., J.D., M.A., M.B.A., or M.P.A. is preferred)
- Prior school administrative experience or other relevant leadership experience.

- At least five years working in classroom and two years coaching educators, preferably in urban schools and/or communities
- Demonstrated success in improving student outcomes.
- Knowledge and experience using data to inform instruction.
- Strong written and oral communication skills.

COMPENSATION

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POSITION: Director of Operations

ROLE:

The Director of Operations oversees the ongoing operations at the school in conjunction with Replications' Director of Charter Schools, the nonprofit charter management organization that manages Mott Hall Charter School. In addition, he/she ensures implementation and maintenance of clear systems allowing principals and teachers to focus on students. The Director of Operations reports to the Principal, works closely with the Replications Director of Charter Schools and support staff, and works with outside consultants and vendors.

LOCATION: Mott Hall Charter School

DUTIES AND RESPONSIBILITIES:

1. Oversees the ongoing operations at the school with the Director of Charter Schools for Replications, Inc., the nonprofit charter management organization that manages Mott Hall schools.

2. Manages the Office Manager, helps address Main Office needs, and ensures the smooth operation of the main office, including mailings, attendance reporting, office machine maintenance, etc.

3. School Start-Up and Growth

- Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked.
- Ensures that all school systems are fully operational one month before school starts.

4. Facility

- Manages and oversees the school's physical condition according to Replications' site beautification standards.
- Manage all contractors/organizations who provide services to the facility (pest control, alarms, elevators, HVAC, etc.)
- Maintain all facility certificates (fire, elevator, sanitary, c.o.)
- Ensures that the school is neat and clean and that minor repairs are done quickly.
- Ensures school books, materials, furniture, and equipment are properly stored and accessible when needed.
- Coordinates fire, evacuation, and crisis drills with Principal.
- Works with appropriate staff to ensure hallway and general facility decorations (especially posted student work and data wall) are updated and maintained regularly.
- Serves as liaison to other building residents.

5. Technology

- Works with the Replications Director of Charter Schools to oversee the purchase and maintenance of technology equipment, implementation of technology training, and management of technology consultant relationships.
- Works with Replications Director of Charter Schools to ensure that the school has a fully functioning technology infrastructure.
- Monitors instructional technology to ensure that technology issues do not interfere with instruction.
- Manages quality and accuracy of website, with Replications Director of Charter Schools.

6. Student Information

- Manages the school-wide information database system
- Oversees creation and distribution of all reports: progress reports, report cards, attendance, transcripts and any other records request.
- Corresponds regularly with families regarding school policies, trips, events, and milestones.

- Ensures receipt of student and family deliverables, fees, and textbook, library book, and athletic uniform returns.

7. Food and Transportation

- Manages food and transportation services by ensuring that a) food service is reliable, healthy, and efficient, b) transportation service is safe and reliable, c) any required food and transportation reports are completed, and d) free/reduced breakfast/lunch qualification information from families is collected and verified, eligibility determinations are made accurately, and that the school's database is kept up-to-date.

8. Regulations and Reporting

- Manages all government and state reporting
- Ensures school-wide compliance with health and safety laws, teacher certification (including fingerprinting), NCLB requirements, and all federal/state workplace regulations
- Completes school-based sections of all government and authorizer grant proposals and reports – in conjunction with Replications' Director of Development – in a timely and accurate manner.
- Implements and manages record-keeping systems, documents, and document requests.
- Works with the Principal to prepare for charter school site and renewal visits and Replications' Essential Features Support accountability site visits.
- Serves as school's Title I Coordinator.
- Ensures special education administrative needs are being met in conjunction with the Special Education Coordinator and/or School Counselor.

9. Finance, Purchasing, and Personnel

- Coordinates staff recruitment efforts with Replications Director of Charter School and Chief Academic Officer.
- Ensures that school-based employees receive payroll and benefits in timely and accurate manner including medical, dental, and retirement benefits.
- Maintains personnel records and tracks staff sick and personal days.
- Manages all requirements for teacher certification.
- Maintains record of school compliance with NCLB HQT requirements.
- Works with appropriate staff to maintain and update Staff Handbook.
- Oversees school-based purchasing and looks for cost-savings.
- Works with Replications Director of Charter Schools and Business Manager to create and oversee the school's budget, finances, and relationships with outside vendors.
- Works with Replications and Finance Committee Chair to manage fiscal operations at the school, including purchase orders, monthly reports, year-to-date reports, grant reports.

10. Scheduling

- Works with appropriate staff to construct advisory and class rosters.
- Creates and manages teacher, student, and classroom schedules.
- Creates and manages coverage schedules, including breakfast, lunch, hallways, tutoring, testing, detention, homework center, substitute teacher, and other before or after-school activities.
- Assists in scheduling family-teacher conferences, family events, standardized testing, use of technology, and the computer lab/cart.
- Maintains separate monthly school calendars for faculty and for families.

11. External Relations and Development

- Identifies, collects, disseminates, and matches volunteer and summer opportunities for students.
- Represents school at various state and local charter school events and meetings.
- Manages the creation, printing and mailing of external relations materials including annual reports and brochures.
- Assists Principal with hosting selected visitors for school tours.

- Manages visitor program by coordinating visitor days for community members, parents, elected officials, and others who want to learn more about the school, and following up with requests from visitors.
- Administers all required surveys, collects and analyzes data.

12. Assessment/Achievement/Program Evaluation

- Works closely with Replications and Finance Committee Chair to develop the Annual Report.
- Assists Principal and Replications Chief Academic Officer with interim and standardized test administration and data analysis.
- Attends all test coordinator trainings for relevant state tests.
- Order and manage all test ordering/ reporting/ scoring.
- Oversees new student assessment.
- Creates and presents charts and graphs of assessment results for appropriate analysis by school leadership.
- Implements and manages school procedures to track and publicize student achievement and challenges, including Honor Roll, failures, Saturday School qualification, merit and rubric awards, and student improvement.
- Works with the Principal and Replications to track and evaluate school performance, creating dashboards and year-end report cards

13. Student Recruitment

- Maintains thorough list of after-school and youth service programs, churches, and other community organizations with which to correspond regarding student recruitment.
- Creates and manages student recruitment mailings (including fliers and brochures).
- Places student recruitment ads in media (e.g., community newspapers, radio stations).
- Establishes schedule of information sessions and dates for the admissions lotteries.
- Tracks student admission applications and maintains waitlist.

14. Family Relations

- Leads student and family enrollment process from lottery to first day of school.
- Organizes and facilitates orientations for new and returning families.
- Supports schools' family events and school-wide celebrations.

15. Health Insurance/ Nursing

- Supervises school nurse and all shots/ vaccinations procedures.
- Maintains school/ doctor partnerships.
- Establishes and maintains emergency protocols.

18. Performs other related duties as required and assigned.

QUALIFICATIONS:

1. Required knowledge, skills & abilities:

- Strong organizational skills; extremely careful attention to detail and follow-through.
- Strong communication and negotiating skills.
- Strong financial analysis and budget management skills.
- Ability to work well in a team.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed.
- Belief and alignment with school's core beliefs and educational philosophy.
- Bilingual candidates who can speak and write Spanish fluently preferred but certainly not required.

2. Minimum educational level:

- Bachelor's Degree; advanced degree preferred.
3. Experience required:
- 2+ years of related work experience in Operations.
 - Ideally, experience building extremely efficient school operations systems.

COMPENSATION

We offer a generous compensation package which includes base salary and comprehensive health benefits and evolves with employees needs over time. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies.

As an equal opportunity employer, we hire without consideration of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

POSITION: Lead Social Worker

ROLE:

The Lead Social Worker at MHCS oversees the implementation of Special Education and ELL programs. He/she will coordinate and ensure proper implementation of the Sanctuary Model.

LOCATION: Mott Hall Charter School

DUTIES AND RESPONSIBILITIES:

- Attend educator meetings, support educators, and facilitate positive faculty dynamics
- Oversee all logistical aspects of the Sanctuary model.
- Ensure ELL and Special Education Compliance with the NYS DOE.
- Serve as the direct Liaison to the CSE.
- Ensure appropriate creation and Implementation of IEPs.
- Provide professional development to all staff members and students around the Sanctuary model.
- Conduct regular student support groups.
- Develop grant opportunities to support the Sanctuary Model.
- Chair the SST team and ensure its effectiveness.
- Assists students in developing behaviors consistent with the school's core values.
- Contact and provide feedback to parents regarding their child's behavioral progress.
- Manages all incidents requiring the Administration for Children's Services (ACS) involvement.
- Facilitate appropriate placements for all students.
- Facilitate family meetings as appropriate for struggling students.
- Supervise the Apprentice Social Worker.

QUALIFICATIONS:

- Master's degree is required
- Demonstrated leadership in the field of Children's Services
- Knowledge and experience in addressing Special Education and ELL mandates
- Prior experience with the Sanctuary Model
- Strong written and oral communication skills

COMPENSATION:

We offer a generous compensation package which includes base salary and comprehensive health benefits and evolves with employees needs over time. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies.

As an equal opportunity employer, we hire without consideration of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

POSITION: Board Trustee

LOCATION: Mott Hall Charter School

ELIGIBILITY REQUIREMENTS:

The role of the Mott Hall Charter School board of trustees is to ensure the school's success by providing academic, operational, fiscal, and legal oversight and support, holding the principal and school accountable for the achievement of its performance and outcome goals and overseeing the management support provided by the school's CMO, Replications, Inc. The Board will recruit members, particularly those with backgrounds in instruction, educational accountability, and community engagement/fundraising.

DUTIES AND RESPONSIBILITIES:

- Nominate, elect and remove Trustees
- Nominate, select and remove school employees
- Evaluate school principal and CMO
- Conduct and manage activities on behalf of the school
- Serve a minimum of one three-year term (and a maximum of three terms) on the Board of Trustees
- Attend Board of Trustee meetings
- Serve on at least one Board Committee

QUALIFICATIONS:

- Deep commitment to the mission and vision of the school and improving public education opportunities for urban youth through rigorous academic programming and youth development activities
- Knowledge of and commitment to the local community
- Expertise in one or more areas of board responsibility (educational accountability and instructional expertise, financial oversight, school operations, governance, law, facilities, real estate, etc.) through their professional and academic experiences and volunteer work.
- Ability to leverage resources and in-kind support for MHCS

As an equal opportunity employer, we hire without consideration of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

ATTACHMENT 8: CMO BACKGROUND INFORMATION

Replications, Inc.

In 1998 Replications, Inc. (Replications) identified successful schools in underserved communities and began replicating these models in other high needs areas. One of these school models, Mott Hall, has subsequently become one of the highest performing networks of middle schools in New York City. The original Mott Hall consistently ranks as one of the top middle schools in New York. Replications has opened six Mott Hall middle schools over the past ten years which have been successful with children from low-income communities achieving attendance rates of over 90% and academic outcomes far surpassing district and in most cases City averages. Building on this track record we aim to create a network of at least ten high performing Mott Hall Charter schools in New York City and Newark, New Jersey over the next six to eight years beginning with the Mott Hall Charter School in 2011.

Replications' Mott Hall CMO

The Mott Hall Charter Management Organization builds on what Replications has learned about creating successful schools and providing effective supports to schools as a Partnership Support Organization. With increased authority over management of the school tied to greater accountability for performance we aim to exert deeper and more positive impact on the schools we support. The sharing of best practices, knowledge and resources between Replications' district schools Replications' Charter schools represents a major opportunity to move public education reform forward.

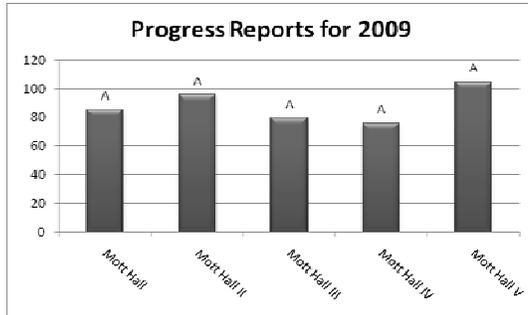
ATTACHMENT 9: SCHOOLS SUPPORTED BY REPLICATIONS, INC.

The following schools are supported by Replications, Inc.

School Name	Location	Grade Levels Served
Mott Hall Bridges Middle School	210 Chester Street, Brooklyn, NY 11212 (718) 345-6912	6
Mott Hall Community School	650 Hollywood Avenue, Bronx, NY 10465 (718) 829-3254	6,7
Mott Hall Science and Technology Academy	250 East 164 Street, Bronx, NY 10456 (718) 293-4017	6,7
Mott Hall Bronx High School	1595 Bathgate Avenue, Bronx, NY 10457 (718) 466-6800	9, 10, 11,12
Esperanza Preparatory Academy	240 East 109 Street, New York, NY 10029 (212) 722-6507	6, 7,8
Knowledge and Power Preparatory Academy (KAPPA) IV	6 Edgecombe Avenue, New York, NY 10030 (212) 690-4963	6,7,8
Knowledge and Power Preparatory Academy (KAPPA) VII	300 Willoughby Street, Brooklyn, NY 11205 (718) 230-3273	6,7, 8
Fort Greene Preparatory Academy	100 Clermont Avenue, Brooklyn, NY 11205 (718) 254-9406	6
P.S. 15 Jackie Robinson School	121-15 Lucas Street, Springfield Gardens, NY 11413 (718) 525-1670	K,1,2,3,4,5
High School of World Cultures	1300 Boynton Avenue, Bronx, NY 10472 (718) 860-8120	9,10,11,12
Bronx Career and College Preparatory Academy	800 Home Street, Bronx, NY 10456 (718) 542-4011	9,10
Henry Street School for International Studies	220 Henry Street, New York, NY 10002 (212) 406-9411	6,7,8,9,10,11,12
The Brooklyn Latin School	325 Bushwick Avenue, Brooklyn, NY 11206 (718) 366-0154	9,10,11,12
P.S. 50	433 East 100 Street, New York, NY 10029 (212) 860-5976	K,1,2,3,4,5,6,7,8
Knowledge, Achievement, Success Academy (KASA)	201 North Bend Road, Baltimore, MD 21229 (443)642-2670	6,7,8,9,10,11
New Era Academy	2700 Seamon Avenue, Baltimore, MD 21227 (410) 545-3025	6,7,9,10,11,12
Renaissance Academy	1301 McCulloh Street, Baltimore, MD 21217 (443) 984-3164	9,10,11,12

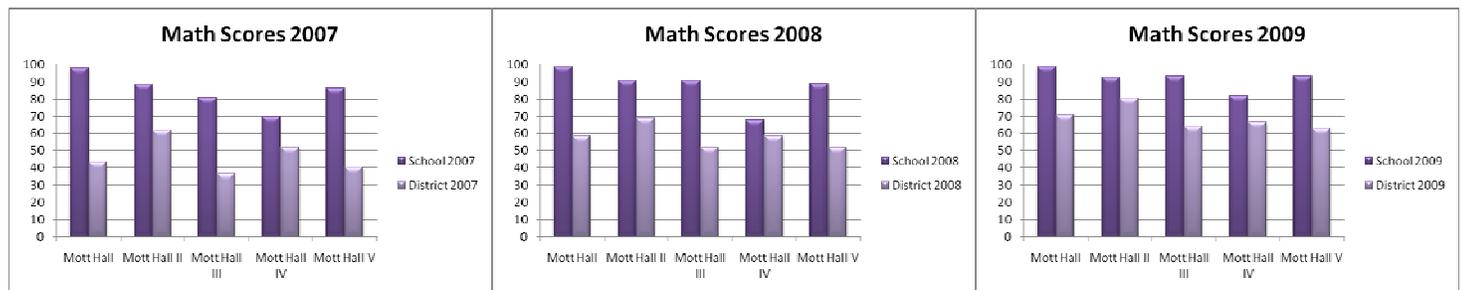
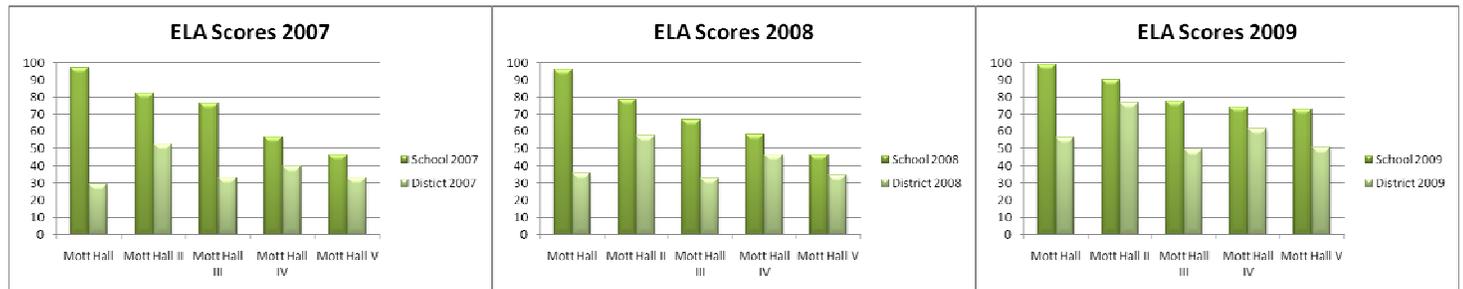
ATTACHMENT 10: ACADEMIC PERFORMANCE DATA

The Mott Hall school models have consistently performed well on progress reports, ELA and Math scores, as well as attendance, especially when compared to district data. Below please see data for the years 2007-2009.

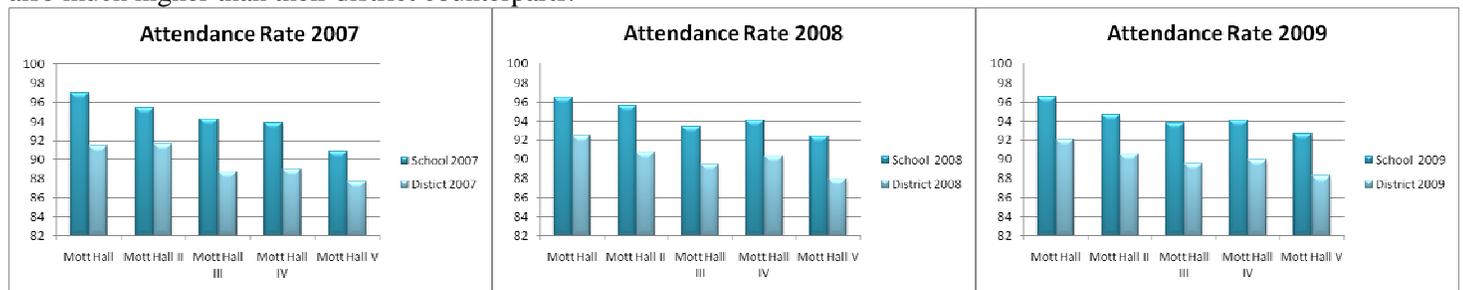


In 2009 Mott Hall middle schools earned As on the progress report.

Mott Hall middle schools have a track record of achievement evidenced by ELA and math scores from 2007 to 2009. In addition, they consistently outperformed other middle schools in their districts on both ELA and math indicators.



Not only are Mott Hall middle schools performing better than other schools in their districts, but the attendance rates are also much higher than their district counterparts.



Mott Hall middle schools have established a strong, positive culture that encourages and sustains rigorous learning. The positive culture includes and perpetuates an environment conducive to learning and high achievement for students.

ATTACHMENT 11: SUMMARY OF CMOs FISCAL PERFORMANCE

Replications Inc.

Balance Sheets

	<u>6/30/2010</u>	<u>6/30/2009</u>	<u>6/30/2008</u>
<u>Assets</u>			
<u>Current Assets</u>			
Chase Checking	38,343.11	53,202.84	87,599.94
Chase Savings	251,069.12	98,823.52	646,926.43
TD Bank Money Market		75,082.03	
TD Bank CD - due 7/1110	100,000.00	165,000.00	
Citibank Money Market	4,438.62	239,021.98	
Citibank Checking NY	51.14	51.04	
Citibank Checking - Balt	14.95	48.81	
Prepaid Disability Insurance	200.60		
Prepaid Transit Checks	2,849.00	7,224.00	
Prepaid Expenses			14,644.00
Interest Receivable	63.71	886.94	
Grants Receivable	0.00	82,967.00	30,008.76
Security Deposit	1,590.00	1,590.00	1,590.00
Total Current Assets	<u>398,620.25</u>	<u>723,898.16</u>	<u>780,769.13</u>
<u>Fixed Assets</u>			
Furniture and Equipment	92,772.00	92,772.00	92,772.00
Accum Depr - Furniture and Eq.	(92,772.00)	(92,772.00)	(82,305.00)
Total Fixed Assets	<u>0.00</u>	<u>0.00</u>	<u>10,467.00</u>
Total Assets	<u>398,620.25</u>	<u>723,898.16</u>	<u>791,236.13</u>
<u>Liabilities & Fund Balance</u>			
<u>Current Liabilities</u>			
Accounts Payable		5,000.00	5,189.58
Accrued Payroll Taxes		231.40	363.53
Accrued Pension W/H	916.00	882.00	
Accrued Expenses		32,267.98	
Total Current Liabilities	<u>916.00</u>	<u>38,381.38</u>	<u>5,553.11</u>
<u>Fund Balance</u>			
Net Assets	<u>397,704.25</u>	<u>685,516.78</u>	<u>785,683.02</u>
Total Fund Balance	<u>397,704.25</u>	<u>685,516.78</u>	<u>785,683.02</u>
Total Liabilities & Fund Balance	<u>398,620.25</u>	<u>723,898.16</u>	<u>791,236.13</u>

ATTACHMENT 12: INSTITUTIONAL PARTNERSHIP AGREEMENT

INSTITUTIONAL PARTNERSHIP AGREEMENT

By and Between

REPLICATIONS, INC. and

MOTT HALL CHARTER SCHOOL

Dated as of _____

TABLE OF CONTENTS

ARTICLE I

DEFINITIONS 6
1.1 Defined Terms 6

ARTICLE II

REPRESENTATIONS, WARRANTIES AND COVENANTS 9
2.1 Representations and Warranties of RI 9
2.2 Representations and Warranties of the School 9
2.3 Covenants of RI. RI covenants as follows: 10
2.4 Covenants of the School. The School covenants as follows: 10

ARTICLE III

AUTHORITY 11
3.1 Delegation of Authority to RI 11
3.2 RI Authority to Subcontract 11
3.3 Board of Regents Authority 11
3.4 Conflict with Charter 11

ARTICLE IV

DUTIES AND OBLIGATIONS OF RI 12
4.1 Curriculum 12
4.2 Equipment and Furniture 12
4.3 Information Technology 12
4.4 Hiring of the Principal and Director of Curriculum and Instruction 12
4.5 Coaching for the Principal and Director of Curriculum and Instruction
Training 13
4.6 Teachers and Other School Personnel 13
4.7 Budget 13
4.8 Financial Statements 13
4.9 Payroll 13
4.10 Payment of School Expenses 13
4.11 Facilities 14
4.12 Facility Beautification 14
4.13 Teacher Training 14
4.14 Student Evaluation 14
4.15 School Evaluation 15
4.16 Audit and Charter Renewal Preparation 15
4.17 Procurement of Insurance 15
4.18 Fundraising and Grants 15
4.19 Marketing 15
4.20 Contract with Third Parties 15
4.21 Providing Support to the Board of Trustees 15
4.22 Additional Services 15

4.23	Non-Exclusivity	15
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ARTICLE V

DUTIES AND OBLIGATIONS OF THE BOARD OF TRUSTEES AND THE SCHOOL 16

5.1	Power, Authority and Responsibility	16
5.2	State and Federal Waivers	16
5.3	School Policies	16
5.4	Teachers	16
5.5	Maintenance of the Charter	16
5.6	Records	17
5.7	Facilities Management	17
5.8	Annual Audit and Tax Return	17
5.9	Recruitment and Admission	17
5.10	Legal Services	17
5.11	Insurance	17
5.12	Submission of Grant Applications	17
5.13	Availability of School Leaders	17
5.14	Delivery of Information	17
5.15	Review of Reports; Response to Requests	17
5.16	Annual Review of RI	17
5.17	Charter School Funds	18
5.18	Disbursement of Funds	18
5.19	Payroll, Employee Salaries and Benefits	18

ARTICLE VI

OPERATION OF THE SCHOOL 18

6.1	School Day and Year for Students	18
6.2	Students with Special Needs	18
6.3	Due Process	19
6.4	Family Educational Rights and Privacy Act	19
6.5	Access to Books and Records	19

ARTICLE VII

FINANCIAL ARRANGEMENTS 19

7.1	Funding Eligibility	19
7.2	Extracurricular Fees	19
7.3	Service Fee	19
7.4	Loans or Advances	19

ARTICLE VIII

INTELLECTUAL PROPERTY 20

8.1	RI Proprietary Information	20
8.2	Confidentiality of RI Propriety Information	20
8.3	Ownership Rights of Material Developed During the Term of the Agreement	20

ARTICLE IX

INDEMNIFICATION..... 20
9.1 Liability 20
9.2 Indemnification by School 20

ARTICLE X

TERM AND TERMINATION..... 21
10.1 Term 21
10.2 Termination by the School 21
10.3 Termination by RI 22
10.4 Termination Upon Agreement of the Parties..... 23
10.5 Avoidance of Disruptions to Students..... 23
10.6 Payment of Service Fee..... 23
10.7 Assistance Following Termination by RI..... 23
10.8 Records upon Termination 23
10.9 Logo Upon Termination..... 23

ARTICLE XI

MISCELLANEOUS..... 24
11.1 Voting by the Board of Trustees 24
11.2 Governing Law..... 24
11.3 Alternative Dispute Resolution 24
11.4 Waiver of Jury Trial 26
11.5 Breach and Waiver 26
11.6 No Third Party Beneficiary Rights..... 26
11.7 Negligent, Wrongful or Unlawful Acts of a Party 26
11.8 Delegation of Authority..... 26
11.9 Compliance with Laws..... 26
11.10 Incorporation of Recitals and Exhibits 26
11.11 Inspection and Access to Records 26
11.12 Notices..... 26
11.13 Defined Terms and Use of Terms 27
11.14 Section Headings..... 27
11.15 Recitals and Exhibits..... 27
11.16 Entire Agreement 27
11.17 Modifications and Amendments; No Parol Evidence 27
11.18 Assignment..... 27
11.19 Counterparts 28
11.20 No Partnership..... 28
11.21 Further Assurances 28
11.22 Severability..... 28
11.23 Survival 28
11.24 Negotiated Agreement..... 28
11.25 Charter Law Ambiguous 28

CHARTER MANAGEMENT AGREEMENT

By and Between

REPLICATIONS, INC.

and

MOTT HALL CHARTER SCHOOL

This Charter Management Agreement (the “Agreement”) is made and entered into as of _____ (the “Effective Date”) by and between Replications, Inc., a New York not-for-profit corporation (“RI”), and the Mott Hall Charter School, a New York charter school (the “School,” and the School together with RI, each a “Party” and collectively the “Parties”).

WHEREAS, the School desires to engage RI to provide certain educational management advice and services in connection with the School’s operations, including but not limited to advice relating to start-up, curriculum design, administration, staff recruitment, evaluation, training and development; and

WHEREAS, RI desires to provide such advice and services to the School in accordance with the terms of this Agreement.

NOW, THEREFORE, in consideration of the recitals and the mutual representations, warranties and agreements hereinafter expressed, the Parties agree as follows:

ARTICLE I

DEFINITIONS

1.1 Defined Terms. For all purposes of this Agreement, except as otherwise expressly provided, the following terms shall have the respective meanings set forth below:

“AAA” means the American Arbitration Association.

“Agreement” has the meaning set forth in the recitals.

“Arbitration Rules” has the meaning set forth in Section 11.3.

“Authorizer” means the Office of Charter Schools of the New York City Department of Education.

“Board of Trustees” means the Board of Trustees of the School.

“Budget” has the meaning set forth in Section 4.7.

“Business Day” shall mean any day other than a Saturday or Sunday that is not a day on which schools in the City of New York are authorized or obligated by law, executive order or regulation to remain closed.

“Charter Contract” means the School’s contract with the Authorizer, which authorizes the Board of Trustees to organize and operate the School, to engage RI, and which includes the final charter application.

“Charter School Law” means New York Charter Schools Act of 1998, as amended.

“Claims” has the meaning set forth in Section 9.2.

“Critical Friends Groups” means professional learning communities for teachers, where they can improve their practice through co-learning and peer support.

“Data Wall” means an information board to make public to the School community how the School is performing on its Key Design Elements.

“Director of Operations” means the employee of the School responsible for the day-to-day management of the School’s non-academic operations.

“Dispute” has the meaning set forth in Section 11.3.

“Effective Date” has the meaning set forth in the recitals.

“Essential Features of Great Schools” means RI’s criteria for school support and improvement.

“Essential Features Support Framework” means RI’s process of school support and improvement.

“Facility” means a building or other structure, of sufficient size to house the actual and anticipated enrollment level of the School, suitable for use by the School.

“FERPA” has the meaning set forth in Section 6.4.

“Fiscal Year” shall mean July 1 to June 30, inclusive.

“Initial Term” has the meaning set forth in Section 10.1.

“Intellectual Property Rights” has the meaning set forth in Section 8.1.

“Logo” means any reference to “Replications, Inc.”

“New York State Standards” means the standards by grade and content area issued by the New York State Department of Education, as listed on the New York State Department of Education website.

“Non-RI-Affiliated Trustees” means members of the Board of Trustees of the School that are not affiliated with or employed by RI.

“Party” and “Parties” has the meaning set forth in the recitals.

“Per Pupil Allocation” means the per pupil allocation based on the number of students attending the School as approved by the New York State Education Department.

“Proposed Budget” has the meaning set forth in Section 4.7.

“Principal” means the employee of the School responsible for the day-to-day management of the School responsible for the School’s educational program and supervising the Director of Operations and Social Worker.

“Regulatory Authority” means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

“RI” has the meaning set forth in the recitals.

“RI Authorized Expenditures” shall mean any individual expenditure that is (i) specifically included as a line item in the Budget or (ii) under \$500.

“RI Controller” means the person employed by RI who handles the financial affairs of charter schools.

“RI Director of Charter Schools” means the person employed by RI who helps implement services to the School and is a liaison between the School and RI.

“RI Indemnified Claims” has the meaning set forth in Section 9.2.

“RI Indemnified Party” has the meaning set forth in Section 9.2.

“RI Proprietary Information” has the meaning set forth in Section 8.1.

“Renewal Term” has the meaning set forth in Section 10.1.

“Saturday Academy” means additional classes and activities held on certain Saturdays during the academic year for students.

“School” has the meaning set forth in the recitals.

“School Authorized Expenditures” shall mean any individual expenditure that is either (i) specifically included as a line item in the Budget or (ii) less than \$25,000.

“Service Fee” has the meaning set forth in Section 7.3.

“State” means New York State.

“Term” has the meaning set forth in Section 10.1.

“Termination Assistance Period” has the meaning set forth in Section 10.7.

“Termination Notice” has the meaning set forth in Section 10.2(b).

ARTICLE II

REPRESENTATIONS, WARRANTIES AND COVENANTS

2.1 Representations and Warranties of RI. RI represents and warrants to the best of its knowledge as follows:

(a) Organization and Tax-Exempt Status. RI is a not-for-profit corporation duly organized under the laws of the state of New York, with the purpose and legal ability to contract to provide educational management advice and services.

(b) Authority. RI is authorized to do business in the State. RI has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of RI, enforceable against RI in accordance with its terms, subject to applicable bankruptcy, reorganization, insolvency and moratorium laws.

(c) Full Disclosure. No representation or warranty of RI herein and no statement, information or certificate furnished or to be furnished by RI pursuant hereto contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of RI, threatened in writing before any Regulatory Authority having jurisdiction over RI to which RI is a party or which may result in any judgment, order, decree, liability, award or other determination that will or may reasonably be expected to have a material adverse effect upon RI's ability to perform under this Agreement. No such judgment, order, decree or award has been entered against RI which has, or may reasonably be expected to have, such effect.

(e) Ability. RI, its personnel and subcontractors, being employed and/or used, or to be employed and/or used by RI for the performance of its obligations hereunder, have been screened and are believed to be qualified, experienced, and to have expertise to provide the advice and to carry out the services provided for herein with reasonable professional skill, care and diligence.

(f) Conduct of RI. RI has complied, collectively, in all material respects with all local, State, and federal laws and regulations that are applicable to RI, which include, but are not limited to the Internal Revenue Code, the non-profit corporation law of New York and the Charter School Law. RI has maintained and will maintain adequate records of the activities and decisions of RI to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School. The School represents and warrants to the best of its knowledge as follows:

(a) Organization and Tax-Exempt Status. The School is, and at all times during the Term will be, a corporation duly organized under the laws of New York, with the purpose and legal ability to operate a charter school and to contract for educational advice and services.

(b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby, including the authority to delegate to RI, the Principal, the Director of Operations and the Director of Curriculum and Instruction the authority to disburse funds

pursuant to Section 5.18. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms, subject to applicable bankruptcy, reorganization, insolvency and moratorium laws.

(c) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened in writing before any Regulatory Authority having jurisdiction over the School to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have a material adverse effect upon the School's ability to perform under this Agreement. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect.

(e) Conduct of the School and the Board of Trustees. The School has materially complied, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the not-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter School Law. Any lack of compliance shall not be attributable to RI.

(f) Due Authorization. The Board of Trustees is authorized to organize and operate the School and the School is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Except to the extent delegated to RI herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter Contract.

(g) Compliance with the Charter Contract. This Agreement and the delegation of duties to RI does not conflict with the Charter Contract.

(h) Records. The School has maintained adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations.

2.3 Covenants of RI. RI covenants as follows:

(a) RI shall notify the School of any change in its corporate status. RI shall not change its corporate status such that its ability to perform under this Agreement is materially affected. Should the Internal Revenue Service require changes to this Agreement in conjunction with RI's tax exempt status, RI and the School shall take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) At all times during the Term RI will materially comply, collectively, in all material respects with all local, State, and federal laws and regulations that are applicable to RI, which include, but are not limited to the Internal Revenue Code, the non-profit corporation law of New York and the Charter School Law.

2.4 Covenants of the School. The School covenants as follows:

(a) The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to

this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will work in good faith to take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) The School will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide RI with copies of all such records, and to allow RI to, at RI's discretion, to assist with the preparation and retention of such records.

(c) At all times during the Term the School will materially comply, collectively, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the not-for-profit corporation law of New York, the open records and meetings laws of New York, and the Charter School Law.

ARTICLE III

AUTHORITY

3.1 Delegation of Authority to RI. The Board of Trustees hereby authorizes RI to undertake the functions specified in this Agreement with respect to the business and academic services of the School on behalf of the School, it being understood at all times that the Board of Trustees remains responsible for the review, approval and operation of all such functions and RI remains accountable and subject to the oversight of the Board of Trustees, the Authorizer and State authorities, as provided for in this Agreement and by law. The School hereby authorizes RI to take whatever actions are necessary in RI's good faith and reasonable professional judgment to properly and efficiently help assist with the management of the School and implement the academic and non-academic operations of the School; *provided* such actions are consistent with the Charter, applicable laws and the Budget. The employees of the School shall take into account all reasonable directions of RI with respect to operating and managing the School.

3.2 RI Authority to Subcontract. Except to the extent prohibited by law or this Agreement, RI may subcontract any function or service it is obligated to provide hereunder; *provided* that no such subcontract permitted hereunder shall relieve or discharge RI from any obligation or liability under this Agreement; and *provided further* that no single subcontract permitted hereunder shall constitute a majority of RI's duties.

3.3 Board of Regents Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the University of the State of New York or the Board of Trustees of the State University of New York including, but not limited to, the authority to take and enforce action pursuant to the Charter School Law.

3.4 Conflict with Charter. To the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

ARTICLE IV

DUTIES AND OBLIGATIONS OF RI

In exchange for the Service Fee described in Section 7.3 and paid by the School to RI, and in addition to the duties and obligations expressly set forth in Article V, RI (in consultation and coordination from the Board of Trustees, as applicable) shall have the following duties and obligations during the Term of this Agreement:

4.1 Curriculum. RI shall support the School research, develop and implement a school program and curriculum customized to fit the specific needs of the School and the School's students. Such curriculum is intended to be consistent with all applicable laws and in accordance with the Charter Contract, Key Design Elements and to comply with New York State Standards in all academic subject areas.

4.2 Equipment and Furniture. RI will assist in the management of the School's start-up process, and help facilitate the School's purchase, at the School's sole cost and expense, of desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school, which shall be paid for by the School and shall be and remain the property of the School.

4.3 Information Technology.

(a) RI will facilitate the School's purchase and procurement of information technology equipment and services including but not limited to computers, wireless internet access, telephone service, student information systems and file storage, which shall be paid for by the School and any equipment shall be and remain the property of the School.

(b) RI will assist in providing ongoing training and support to the Director of Operations in the use of the information technology services including but not limited to the financial management software selected by RI.

(c) All technology software and equipment and the upkeep and maintenance of such software and equipment will be paid for by the School, unless otherwise specified by RI.

4.4 Hiring of the Principal and Director of Operations. Because the accountability of RI to the School is an essential foundation of this relationship, and because the responsibility of the Principal and Director of Operations of the School are critical to its success, the Board of Trustees delegates to RI the authority and responsibility, consistent with State law and RI's charter and authority, to assist with the recruitment and supervision of each of the Principal and the Director of Operations and to hold him or her accountable for operating the School and for the success of the School. RI shall have the right to determine initial selection criteria for each of the Principal and the Director of Operations, select and interview final round candidates, make a hiring recommendation to the Board of Trustees, and present the proposed terms of each of the Principal's and the Director of Operations' employment to the Board of Trustees, including therein the duties and compensation of each of the Principal and the Director of Operations. The Board of Trustees may interview the Principal candidate and the Director of Operations candidate recommended by RI. Within two weeks of said recommendations, the School shall be automatically deemed to have followed RI's hiring recommendations with respect to both the Principal and the Director of Operations unless at least 66% of Non-RI-Affiliated Trustees vote to reject said recommendation. RI shall formally assess the Principal two (2) times a year in addition to informal

assessments throughout the school year. The Principal shall formally assess the Director of Operations two (2) times a year in addition to informal assessments throughout the school year.

4.5 Coaching for the Principal. RI will support the School in providing one-on-one coaching for the Principal in areas related to fostering a positive school culture, academic rigor, standards alignment and curriculum mapping.

4.6 Teachers and Other School Personnel. RI shall support the School in recruiting teachers and non-teaching administrators and personnel in connection with the start-up of the School. RI shall assist the School in providing initial training to teachers and other school personnel with respect to RI's methods, curriculum, program, and technology.

4.7 Budget. On or before May 1 of each year, RI, in consultation with the Principal and the Director of Operations and other School employees, will provide the Board of Trustees with a projected budget for the next fiscal year (the "Proposed Budget"). The Proposed Budget shall provide for payment of all operating expenses related to the operation or opening of the School, including, but not limited to: reimbursement to RI of certain expenses, including without limitation, RI's Service Fee; compensation for School employees, including salary and benefit costs; debt payments owing and owed by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; other third party consulting expenses; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. The Proposed Budget shall be consistent with the Charter, the Essential Features of Great Schools and this Agreement. Within thirty (30) days of receipt of the Proposed Budget, the Board of Trustees shall notify RI in writing of any proposed amendments or revisions to the Proposed Budget. Upon receipt of any proposed amendments or revisions, or upon the expiration of such thirty (30) day period if no proposed amendments or revisions are received, RI and the Board of Trustees shall work together in good faith to incorporate any amendments or modifications to the Proposed Budget and RI shall prepare a final annual budget to the Board of Trustees for its approval. Upon approval by the Board of Trustees, the Proposed Budget shall be deemed the "Budget" and shall govern for the School's fiscal year.

4.8 Financial Statements. RI, working closely with the Director of Operations, shall assist the school in preparing and providing unaudited quarterly financial information, including balance sheet, profit and loss, and cash flow statements on an accrual basis in a timely manner.

4.9 Payroll. RI shall be responsible for providing or causing to be provided payroll services and maintaining or causing to be maintained payroll records to assist the School pay with School funds the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed by the School, provided that the School shall be responsible for making such payments to employees pursuant to Section 5.19.

4.10 Payment of School Expenses. In consultation and coordination with the Principal and the Director of Operations, RI shall:

- (a) Provided RI has authority to make such expenditure pursuant to Section 5.18, provide for the payment of School expenditures within commercially reasonable time periods;
- (b) record and track income and expenses related to all contracts and grants;
- (c) record all cash receipts and accounts payable invoices;

(d) provided RI receives bank statements pursuant to Section 5.17, reconcile the checking accounts each month; and

(e) provided RI receives bank statements pursuant to Section 5.17, provide the School's financial reports to the Board of Trustees and funding agencies, including but not limited to the Board of Trustees of the State University of New York.

4.11 Facilities. RI shall help procure an adequate Facility for the School and ensure that the Facility has a plan for entry and exit, clear procedures for visitor entry, classroom and office layout and design, and a plan for the growth and expansion of the School over time. At the written request of the School, RI shall coordinate the making of any capital improvements or repairs to the Facility. Unless a lease for space in a privately owned facility requires otherwise, the School shall be responsible for the day-to-day management of the Facility pursuant to Section 5.7.

4.12 Facility Beautification. RI shall design and decorate the Facility in order to facilitate student success in accordance with the Essential Features of Great Schools including, but not limited to, and at the School's sole cost and expense:

(a) decorating the Facility with artwork and inspirational quotes from RI's art and quote banks;

(b) installing bulletin boards in order to display student work;

(c) installing the Data Wall to publicize how the school is performing on its key indicators,

(d) installing signs with the School's name, Logo and mission; and

(e) installing the "Music-Bell" to signify the end of class.

4.13 Teacher Training. RI shall assist in monitoring School staff to seek high quality professional development for teachers based on the standards set forth by The National Partnership for Excellence and Accountability in Teaching. Professional development shall be tailored to school goals and individual teacher needs and may include areas such as school culture, academic rigor, standards alignment, and curriculum mapping. RI shall oversee the establishment of well-functioning Critical Friends Groups by training teacher facilitators and ensuring the groups meet regularly and follow established protocols. The School shall participate in a summer professional development institute and RI shall assist in coordinating the provision of one-on-one coaching for teachers in need of further instructional support.

4.14 Student Evaluation. RI shall help implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer and monitor the development and implementation of intervention plans for low performing students. The School shall, with RI's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School shall, with RI's assistance, maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. RI and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

4.15 School Evaluation. Using its School Support Framework, RI shall provide quarterly and annual reviews to the School to ensure that the School is implementing the Essential Features of Great Schools and provide assistance towards continuous improvement regarding academics, learning environment, and accountability.

4.16 Audit and Charter Renewal Preparation. RI shall assist the School in preparing for its annual audit and the charter renewal process by providing the school with a practice audit and practice charter renewal evaluation. The School shall be solely responsible for the audit and renewing the Charter.

4.17 Procurement of Insurance. RI shall help identify and procure and the School shall maintain at its sole responsibility, cost and expense insurance policies covering professional liability, commercial liability, worker's compensation, directors and officers liability coverage, and any other insurance required by applicable law or by any agreement to which the School is a party. The School shall be solely responsible for any renewals, extensions and replacements of such insurance.

4.18 Fundraising and Grants. RI will (i) assist the School organize fundraising activities and (ii) research and help apply for grants on behalf of the School. The School shall assist RI with such activities and promptly respond to all requests for information. Monies raised from RI fundraising activities specifically for the School shall be deposited into a bank account in the name of and controlled by the School within five (5) Business Days. RI may also conduct fundraising activities and apply for grants on behalf of RI and on behalf of other schools that RI may support. Other monies derived from RI fundraising and procurement of grants shall be used or distributed as RI deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the schools that RI supports.

4.19 Marketing. RI shall assist the School with its marketing and advocacy efforts, and help prepare marketing materials for the School.

4.20 Contract with Third Parties. RI, in consultation and coordination with the School, shall cause the School to contract with public and private entities or individuals for the provision of services, which shall include but not necessarily be limited to, food services, health services, transportation, and school safety services and such services shall be paid for by the School.

4.21 Providing Support to the Board of Trustees. As requested, RI shall provide information to members of the Board of Trustees regarding best practices of charter school boards. Additionally, RI shall provide the Board of Trustees with a packet containing the information detailed on Attachment 6.

4.22 Additional Services. In the event that the School requires a service that is not provided for in this Article IV, the School and RI shall work together and in good faith to allocate such responsibility to the appropriate Party.

4.23 Non-Exclusivity. The School acknowledges that RI may assist with the management of other public schools on such terms as may be arranged with such school.

ARTICLE V

DUTIES AND OBLIGATIONS OF THE BOARD OF TRUSTEES AND THE SCHOOL

In addition to the duties and obligations expressly set forth in Article IV, the School (with assistance and support from RI, as applicable) shall have the following duties and obligations:

5.1 Power, Authority and Responsibility. The Board of Trustees shall ensure that RI be delegated the requisite power and authority necessary to carry out the duties of RI under this Agreement and each Party shall cooperate with the reasonable request of the other Party in order for each Party to perform its obligations hereunder. Notwithstanding the foregoing or anything herein to the contrary, the School shall have full responsibility and authority for its operations.

5.2 State and Federal Waivers. The School shall, with RI's assistance, timely apply for and fully support the waiver of any federal or State rules or regulations that interfere with the Key Design Elements.

5.3 School Policies. The School and RI are committed to the success of the educational program set forth in the Essential Features of Great Schools, Charter Contract and related documents. Consequently, RI shall make reasonable recommendations to the School concerning curriculum, calendar, policies, rules, regulations, procedures, personnel, and budget, with the goal of having the School to implement the Essential Features of Great Schools, and the Board of Trustees shall exercise good faith in considering and adopting RI's recommendations in a timely fashion. The School's policies shall provide for a professional dress code for staff, a school uniform requirement for students, transition and pre/post class procedures and other behavior requirements for students.

5.4 Teachers.

(a) The Principal, in conjunction and consultation with the Board of Trustees, shall hire and fire teachers and other School personnel and shall determine the compensation of all School employees, within the constraints of the Budget and subject to the approval of the Board of Trustees.

(b) The Executive Principal, in conjunction and consultation with RI, within the constraints of the Budget and subject to the approval of the Board of Trustees, shall perform the following personnel functions:

- (i) determining staffing levels;
- (ii) determining staff responsibilities; and
- (iii) evaluating, training and as necessary, disciplining staff.

5.5 Maintenance of the Charter. The School shall take all actions to comply with the Charter Contract, including submitting curriculum, student performance and financial reports to the Authorizer as required. If the School shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter Contract, the Charter School Law or any provision of any applicable law or regulation, then the School shall immediately notify RI of the asserted violation and shall thereafter work diligently with RI to determine whether such asserted violation in fact exists, to correct any violation found to exist, and to vigorously contest the asserted violation if the same is found not to exist. The School shall be responsible for maintaining and renewing the Charter.

5.6 Records. The Director of Operations and the School shall be responsible for the maintenance of all the School's files and records pertaining to the business operation of the School.

5.7 Facilities Management. Unless a lease entered into for space in a privately owned facility requires an alternate arrangement, the School shall be responsible for the day-to-day management of the Facility. The School may request RI's assistance with respect to a capital improvement or repair to the Facility pursuant to Section 4.11.

5.8 Annual Audit and Tax Return. The School shall pay for an annual audit of the School to be conducted in compliance with State law and regulations. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School. The School shall also be responsible for any accounting expenses, the filing of the School's tax return and any other financial reports due to the Authorizer. RI shall cooperate and provide all reasonably requested information, to the extent such information is in its possession or under the control of RI, needed to complete the School's annual financial audit and/or tax return.

5.9 Recruitment and Admission. The School shall provide for the recruitment and selection of students for the School in accordance with the Charter School Law.

5.10 Legal Services. The School shall arrange and, if necessary, pay for its own legal services.

5.11 Insurance. The School shall pay for and maintain the insurance procured by RI pursuant to Section 4.17.

5.12 Submission of Grant Applications. Provided such grant application is approved by the Board of Trustees, the School shall submit all grant applications prepared by RI pursuant to Section 4.18.

5.13 Availability of School Leaders. The Board of Trustees, Principal, Director of Operations and other School personnel, as applicable, shall be available for consultation with RI staff during normal business hours.

5.14 Delivery of Information. The School shall immediately forward to RI any correspondence regarding the School that may be pertinent to the School's operations or RI's responsibilities hereunder.

5.15 Review of Reports; Response to Requests. The Board of Trustees and the School shall review RI's reports in a timely fashion and shall promptly respond to all of RI's requests for approval.

5.16 Annual Review of RI. No later than September 1 of each year, the Board of Trustees shall designate a member of the Board of Trustees to work together with the Principal to conduct a comprehensive review of the services provided by RI in accordance with the following standards and the Evaluation Form (Exhibit M):

- (a) Providing support to the Board of Trustees on roles, responsibilities, and best practices of charter school boards;
- (b) Providing training to the Director of Operations on school operations roles and responsibilities;
- (c) Preparing the School for opening;

- (d) Payroll and benefits administration;
- (e) Conducting quarterly Essential Features Support Monitoring walkthroughs;
- (f) One-on-one Principal coaching;
- (g) Critical Friends Group training and support; and
- (h) Satisfactory student data reports and Data Walls.

5.17 Charter School Funds. The Board of Trustees shall promptly deposit into the School's account all funds or other monies received by the School from any source, including without limitation all Per Pupil Allocations and other payments or reimbursements received from the local school district, the State, the federal government or any other source, and all contributions received by the Charter School. The Board of Trustees shall use commercially reasonable efforts to arrange for the bank to copy RI on any all correspondence from the bank, including financial statements and reports, and if such arrangement is not possible, then the Board of Trustees shall forward to RI any and all correspondence that the Board of Trustees or the School receives from the bank, including monthly and yearly statements and reports, within five (5) Business Days after receipt thereof.

5.18 Disbursement of Funds.

(a) The Board of Trustees shall delegate to the RI Director of Charter Schools and the RI Controller the authority to make RI Authorized Expenditures.

(b) The Board of Trustees shall delegate to the Principal and the Director of Operations the authority to make School Authorized Expenditures.

(c) With respect to all expenditures that are not RI Authorized Expenditures or School Authorized Expenditures, the Board of Trustees shall reasonably respond to requests for authorization of such expenditures and promptly sign all checks presented to it for the payment of School expenses, provided that the Board approves of such expenditure.

5.19 Payroll, Employee Salaries and Benefits. The Board of Trustees shall be responsible for and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

ARTICLE VI

OPERATION OF THE SCHOOL

6.1 School Day and Year for Students. The normal school day shall be approximately 8 hours, the School shall host Saturday Academy twice a month and the school year shall run an additional 3-4 weeks over the summer beyond the standard New York City public school calendar.

6.2 Students with Special Needs. The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of disability or special need, in accordance with the requirements of the Individuals with Disabilities Act and Section 504 of the

Rehabilitation Act of 1973, interpretations thereof and all other applicable laws. As required by law, the School shall be open to individuals with handicapping conditions and other special needs.

6.3 Due Process. With regard to student disciplinary matters, the School shall act in accordance with all applicable federal, state and local law. The School shall provide students due process hearings in conformity with the requirements of all applicable federal, state and local law regarding discipline, special education, confidentiality and access to records.

6.4 Family Educational Rights and Privacy Act. The School hereby designates employees of RI as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”). RI, its officers and employees shall comply with FERPA at all times.

6.5 Access to Books and Records. RI and its employees, officers, representatives, advisors and agents shall have access at all times to the properties, books and records of the School as reasonably necessary and in accordance with all applicable laws. The School shall furnish such information and documents in its possession relating to the School as RI may reasonably request. The School and its employees, officers and representatives shall have access to the properties, books and records that RI maintains pertaining to the School as reasonably necessary and in accordance with all applicable laws.

ARTICLE VII

FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility. The Principal shall be responsible for causing the School to comply with applicable requirements for the purpose of receiving or maintaining the School’s eligibility to receive from New York the Per Pupil Allocation that the School is entitled under applicable law. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. RI shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may reasonably request. The School shall permit RI to review and comment on any such applications and reports prior to their submission.

7.2 Extracurricular Fees. Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.3 Service Fee.

(a) For each school year covered by this Agreement (those school years being five (5) successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2010), the School shall pay RI a service fee equal to ten percent (10%) of: the number of students enrolled in the school as of October 31 of each such year times the Per Pupil Allocation (the “Service Fee”).

(b) Subject to Section 7.3(a), the Service Fee shall be due and payable in four six equal installments within 30 days of allocation of federal and state funds to the School.

7.4 Loans or Advances. RI may in its sole and absolute discretion, but shall have no obligation to, advance or loan funds to the School in the event the School cannot pay its expenses as they become due.

ARTICLE VIII

INTELLECTUAL PROPERTY

8.1 RI Proprietary Information. The School agrees that the RI and its affiliates shall own all trademark, service mark, design mark, trade names, domain names, copyright and other proprietary rights (collectively the “Intellectual Property Rights”), whether developed before or after the date of this Agreement, in and to all instructional materials, training materials, curriculum and lesson plans, instructional and management methods, and any other materials and methods developed or provided by the RI, its employees, agents or subcontractors, and any person working under the RI’s direction (collectively the “RI Proprietary Information”). RI hereby grants to the School a nonexclusive, nontransferable, limited rights to use the RI Proprietary Information. In the event this Agreement is terminated pursuant to Article X, the School shall have the right to retain and utilize any and all RI Proprietary Information provided or disclosed to the School by RI during the Term of the Agreement, however after the termination of the Agreement the School shall not be entitled to receive any updates or modifications to the RI Proprietary Information.

8.2 Confidentiality of RI Proprietary Information. During the Term of this Agreement and after its termination, the School shall maintain all RI Proprietary Information and written and oral ideas, information or designs disclosed to the School, in confidence, and shall not disclose, publish, copy, transmit, modify, alter or use in any fashion the RI Proprietary Information other than to the extent necessary for implementation of this Agreement. During the Term of this Agreement and after its termination, the School shall take reasonable measures to assure that no School employees or agents disclose, publish, copy, transmit, modify, alter or use such confidential information or the RI Proprietary Information other than in accordance with this Agreement.

8.3 Ownership Rights of Material Developed During the Term of the Agreement. The School agrees that RI shall own all Intellectual Property Rights to all materials and information developed by any employee or consultant of RI during the Term of this Agreement. RI agrees that the School shall own all Intellectual Property Rights to all material developed by any employee or consultant of the School during the Term of this Agreement. Both Parties agree that both Parties shall own and have the right to use, modify, license or transfer without restriction or limitation any and all Intellectual Property Rights to all material developed by a collaboration of both RI and the School or their respective employees or consultants.

ARTICLE IX

INDEMNIFICATION

9.1 Liability. RI shall not be liable for any act or omission resulting in loss or damage to the School or the Board of Trustees, or any of their respective affiliates, except to the extent that such loss or damage is finally adjudicated by a court of competent jurisdiction (without any further right of appeal therefrom) to have been caused by RI’s fraud, gross negligence or willful misconduct. RI makes no representation or warranty regarding the results or operations of the School. The liability of RI, if any, under this Agreement shall under no circumstances extend to indirect or consequential damages and under no circumstances shall RI’s liability exceed the aggregate fees paid under this Agreement.

9.2 Indemnification by School. The School shall indemnify and hold harmless RI and its affiliates, and their directors, officers, employees, subcontractors, agents or representatives (each, a “RI

Indemnified Party”) from, against and with respect to any and all claims, demands, suits, liabilities, losses, damages, costs and expenses (including interest, penalties and reasonable attorney’s fees and disbursements) (collectively, “Claims”) arising out of or as a result of any action taken or not taken by RI or any RI Indemnified Party pursuant to this Agreement, other than to the extent such Claims arise out of or are a result of any act or omission of RI that constitutes fraud, gross negligence or willful misconduct (“RI Indemnified Claims”). Such indemnity for RI Indemnified Claims shall cover, without limitation, judgments, settlements, fines, penalties and counsel fees and expenses reasonably incurred in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, brought or threatened to be brought before any court, administrative body, arbitrator, mediator or other dispute resolution process. Prior to the final disposition of any claim or proceeding with respect to which any RI Indemnified Party may be entitled to indemnification hereunder, the School shall reimburse RI for any and all legal expenses and costs associated with the defense of any RI Indemnified Claim.

ARTICLE X

TERM AND TERMINATION

10.1 Term. This Agreement shall have an initial term commencing on the Effective Date and ending on the second anniversary of the Effective Date (the “Initial Term”), and shall automatically be renewed for additional renewal terms ending on June 30 of each subsequent year (each a “Renewal Term” and collectively with the Initial Term the “Term”) unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term. In no event shall any such renewal or renegotiations extend beyond the effective date of any subsequent Charter Contract granted by the Authorizer.

10.2 Termination by the School. The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to Section 10.5 and the provisions of subparagraph (b) below, the School may terminate this Agreement at any time during the Term on ten (10) Business Days’ notice to RI. A termination for cause shall not affect RI’s rights to exculpation and indemnification under Article IX. For purposes of this Section 10.2, the term “for cause” shall mean:

(i) RI becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;

(ii) An independent auditor finds that RI has fraudulently misappropriated School funds;

(iii) a Regulatory Authority has revoked any license which may be required for RI to carry on its business and perform its obligations and functions under the Charter Contract;

(iv) RI violates any material provision of applicable law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;

(v) RI materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to the School;

(vi) the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

(vii) the State notifies either Party of its revocation of the Charter Contract between the Authorizer and the School pursuant to State statute; or

(viii) subject to Section 5.2, the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, Statutes, laws, rules or regulations, or any contract or agreement

(b) RI Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give RI written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, RI shall have sixty (60) Business Days to remedy any breach that is the basis for the Termination Notice. If such breach is not cured or is not possible of cure before the end of the cure period, the School may immediately terminate the Agreement.

10.3 Termination by RI. RI may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to Section 10.5 and the provisions of subparagraph (b) below, RI may terminate this Agreement for cause at any time during the Term upon ten (10) Business Days' notice to the School. For purposes of this Section 10.3, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the School fails to comply with its Bylaws and such failure materially and adversely affects the ability of the School to operate as contemplated by this Agreement;

(iii) if the Board of Trustees terminates the employment of the Principal or the Director of Curriculum and Instruction when RI recommends continued employment, or continues employment when RI recommends dismissal;

(iv) the School and the Board of Trustees are unable to reach an agreement on the Proposed Budget within ninety (90) days after RI submits the Proposed Budget to the Board of Trustees;

(v) subject to Section 5.2, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to RI or to the School;

(vi) the School takes any action which materially interferes with the ability of RI to perform under this Agreement;

(vii) the Authorizer notifies either Party of its revocation of its Charter Contract with the School;

(viii) the State notifies either Party of its revocation of the Charter Contract between the Authorizer and the School pursuant to State statute; or

(ix) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorized s or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), RI shall give the School a Termination Notice specifying the section of this Agreement upon which RI is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have sixty (60) Business Days to remedy any breach that is the basis for a Termination Notice. If such breach is not cured or is not possible of cure within the cure period, RI may immediately terminate the Agreement.

10.4 Termination Upon Agreement of the Parties. Subject to Section 10.5, this Agreement may be terminated upon mutual written agreement of the Parties at any time.

10.5 Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Article X, each Party shall use its good faith reasonable best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the potential disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

10.6 Payment of Service Fee. Upon termination of this Agreement, the School shall pay RI any previously unpaid portion of the Service Fee for services performed by RI until the time of termination.

10.7 Assistance Following Termination by RI. In the event of termination, RI shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period") to assist in the transition to another School management plan. During the Termination Assistance Period, RI will be entitled to receive and the School shall continue to pay RI's Service Fee and shall reimburse RI for all reasonable expenses incurred by RI in providing such transition assistance.

10.8 Records upon Termination. Upon termination or expiration of this Agreement for any reason, RI shall give to the School as soon as practicably possible all student, fiscal and other School records.

10.9 Logo Upon Termination. Upon termination or expiration of this Agreement, the School shall have no right whatsoever to use the Logo in its curriculum or marketing materials (including any

marketing materials prepared for the School pursuant to Section 4.19). The School shall immediately destroy such materials that include or reference Replications, Inc. or contain the Logo.

ARTICLE XI

MISCELLANEOUS

11.1 Voting by the Board of Trustees. If any matter pertaining to this Agreement requires the approval of the Board of Trustees, then only the Non-RI-Affiliate Trustees shall vote on such matter.

11.2 Governing Law. This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of New York, without giving effect to the principles of conflict of laws thereof; *provided, however*, that the Federal Arbitration Act, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern. If any action is brought to enforce an arbitral award rendered pursuant to Section 11.3, venue for such action shall be in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

11.3 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute") is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty days from the notice of intent to negotiate, either Party may give written notice to the other (in accordance with Section 11.11) that the Dispute shall be resolved in accordance with the following alternative dispute resolution procedures.

(b) Mediation. As a condition precedent to arbitration pursuant to Section 11.3(c), any Dispute shall first be submitted to mediation. A mediator mutually acceptable to the parties and experienced in educational administration shall be appointed in accordance with the rules of AAA. The cost of the mediation shall be shared equally by School and RI. The mediator shall call a meeting of the parties affected by such Dispute within ten (10) Business Days after his/her appointment, which meeting shall be attended by representatives of each party with authority to settle the Dispute. During such ten (10) day period the mediator may meet with representatives from each party separately. No minutes shall be kept and the comments and/or findings of the mediator, together with any written statements prepared, shall be nonbinding, confidential, and without prejudice to the rights and remedies of any Party. The entire mediation process shall be completed within twenty (20) Business Days of the date upon which the mediator was appointed, unless both Parties agree otherwise in writing. If the dispute is settled through the mediation process, the decision will be implemented by a written agreement signed by all of the parties involved.

(c) Binding Arbitration. If the Dispute is not settled through mediation pursuant to Section 11.3(b), then such Dispute will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules (the “Arbitration Rules”) of The American Arbitration Association (the “AAA”). Within fifteen (15) calendar days following the giving by either Party of a written notice of a demand for arbitration, each Party shall designate its panel representative; provided that, each representative shall have extensive experience in arbitrating matters relating to education and education law. Within fifteen (15) calendar days of the designation of the second representative to be designated, the representatives designated by the Parties shall designate a neutral third member, who shall serve as the Chairperson. In the event that the representatives are not able to agree on a third member within fifteen (15) calendar days, the Party giving the notice of a demand for arbitration shall also give notice to the AAA requesting that they designate the third panel member, who shall serve as the Chairperson. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

(d) Notices. All notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the Notice provision of this Agreement.

(e) No Punitive Damages. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages. Any award rendered by the arbitrator may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. This Agreement concerns transactions involving commerce among the several states.

(f) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, no Party may seek judicial relief. In the event any Party violates this provision and brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party’s costs and expenses (including, without limitation, court costs and attorneys’ fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing or opposing such action or opposing confirmation of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys’ fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

11.4 Waiver of Jury Trial. The Parties knowingly and willingly waive the right to a jury trial of any Dispute, whether or not subject to this arbitration provision, and including any Dispute included within this arbitration provision but found not to be subject to arbitration for any reason.

11.5 Breach and Waiver. No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly slated.

11.6 No Third Party Beneficiary Rights. With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or RI in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.7 Negligent, Wrongful or Unlawful Acts of a Party. Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors.

11.8 Delegation of Authority. Nothing in this Agreement shall be construed as delegating to RI any of the powers or authority of the School or the Board of Trustees, which are not subject to delegation by the School or the Board of Trustees under applicable State law or under the Charter Contract.

11.9 Compliance with Laws. Unless specifically waived by appropriate governmental authority, RI shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of New York and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

11.10 Incorporation of Recitals and Exhibits. The recitals to this Agreement and any exhibits referred to in this Agreement are hereby incorporated herein as an integral part of this Agreement.

11.11 Inspection and Access to Records. Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

11.12 Notices. All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five (5) Business Days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one (1) Business Day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed; *provided* that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

RI:

[NAME]
[ADDRESS]
Tel: () ___ - ____
Fax: () ___ - ____

The School:

[NAME]
[ADDRESS]
Tel: () ___ - ____
Fax: () ___ - ____

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

11.13 Defined Terms and Use of Terms. All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Agreement.

11.14 Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

11.15 Recitals and Exhibits. The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

11.16 Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

11.17 Modifications and Amendments; No Parol Evidence. This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Trustees and by RI’s Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

11.18 Assignment. This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their permitted successors and assigns, and the name

of a Party appearing herein shall be deemed to include the name of such Party's permitted successors and assigns to the extent necessary to carry out the intent of this Agreement.

11.19 Counterparts. This Agreement may be executed by facsimile, each of which shall be deemed to be an original and together shall constitute one and the same Agreement.

11.20 No Partnership. Neither this Agreement nor any arrangement contemplated hereby shall create the relationship of partners, joint venturers or principal and agent between the parties hereto or any of their respective affiliates, except as the parties expressly agree otherwise in writing. None of the parties hereto has any authority to represent or bind the other parties in any manner whatsoever.

11.21 Further Assurances. The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

11.22 Severability. In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

11.23 Survival. Any section or exhibit to this Agreement that by its nature extends beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; *provided* that any provisions that is stated to extend for a specified period of time shall survive only for such specified period of time.

11.24 Negotiated Agreement. The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

11.25 Charter Law Ambiguous. The Parties hereto acknowledge that the management of charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique, and in light of these factors agree to work together in good faith to resolve, in a manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues that arise in carrying out the terms of this Agreement.

SIGNATURES ARE ON THE FOLLOWING PAGE

IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES.

REPLICATIONS, INC.

By: _____
Chief Executive Officer

**BOARD OF DIRECTORS OF THE MOTT HALL
CHARTER SCHOOL**

By: _____

APPENDIX 1: LETTERS OF SUPPORT