

Hudson River Charter School

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2011 NYSED Charter School Application Statement of Assurances

- X** We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [name of proposed charter school] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

- X** In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the [name of proposed charter school], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

- X** We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- X** I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [name of charter school] is accurate and correct.

Gail Osterman (Lead Applicant)
March 30, 2011

Prospectus

Hudson River Charter School

An elementary school offering rigorous academics, with an emphasis on science, technology, engineering and mathematics (STEM)

Submitted January 31, 2011 to:
NYSED Office of Innovative School Models
89 Washington Avenue,
Room 475 EBA
Albany, New York 12234

I. EXECUTIVE SUMMARY

Mission

The Hudson River Charter School (HRCS) will provide a rigorous education, with a strong emphasis on science, technology, engineering and mathematics (STEM), to K-6 children of various learning profiles and socio-cultural backgrounds. With the Hudson River and Valley serving as the background theme for academics, children will develop foundations for learning and thinking that will prepare them for success in post-high school education and careers.

Key Design Elements

A Longer School Day

Hudson River Charter School will operate from 8 AM to 4 PM, which offers more instructional time than public schools in the area. The additional 6.5 hours each week will result in about eight weeks of extra instruction yearly. Children who attend HRCS from kindergarten through sixth grade will benefit from approximately 1.4 years of additional schooling. HRCS's free Extended Learning Time (ELT) from 4 to 4:45 PM will be available to those children needing extra academic support. Additionally, the optional extended day program will accommodate the needs of working parents, resulting in the school facility being open from 7:30 AM to 6:00 PM.

Core-Plus STEM Academics

Science, the backbone of a Hudson River Charter School education, will be supported with comprehensive core instruction that aligns with the NY State Common Core Learning Standards adopted on January 11, 2011. Each day will include a minimum of 2.5 hours of English language arts (ELA) and 1.0 hours of math. This instruction will serve as the foundation for the daily 1.5 hours of hands-on STEM investigations, which naturally incorporate reading, writing, and listening/ speaking activities. Establishing a foundation of STEM competencies in the elementary years, "where students have incredible imagination and natural curiosity about their world and how it works,"¹ is a forward step in developing and sustaining the intellectual capital necessary for the science, technology, engineering, and math-based careers that will propel the U.S. economy in the decades ahead. STEM education also supports the initiatives of the NY Bio-Hud Valley.

Environment as the Integrating Context (EIC)

The environment of the Hudson River and Valley will serve as a context for teaching and learning.² This pedagogical approach is based on research by the State Education and Environment Roundtable (SEER), which indicates that "EIC has significant positive effects on academic achievement, classroom behavior and instructional practices."³ Students will study the natural and man-made environments from a variety of perspectives. Teaching and learning will incorporate the outdoors, frequent field trips, and interactions with members of the community and the NY State Bio-Hud Valley.⁴

¹ Stem: it's elementary, too!" *Technology and Children*, September 2009, <http://www.iteaconnect.org/Publications/TandC/Sep09.pdf>.

² HRCS lead applicants have visited charter schools designed around the EIC model. Two schools in nearby Pennsylvania –the highly acclaimed Green Woods Charter School and Seventh Generation Charter School – have expressed their support and desire to work collaboratively to design STEM research activities in which each school contributes a part.

³ To consult reports on the impact of the EIC approach, see <http://www.seer.org/pages/research.html#reports>.

⁴ A typical fourth grade science unit on magnetism and electricity could lead to making compasses which students use in navigational (orienteering) activities. Discussion and research could segue to the navigational tools of early explorers, such as Henry Hudson. Additionally, a discussion on the use of magnets today brings opportunities for students to be exposed to applications in medicine and industry, as well as visits to or by community/business members who use magnets in their professions. Connections to electricity offer limitless possibilities, such as learning about other power sources (hydro, solar, nuclear), community interactions, and field trips with an historical foundation (for example, to Philipsburg Manor to see how the grist mill used hydro power in colonial times).

Monitoring Student Learning

Progress in student learning will be actively monitored and documented in each child's individual Student Success Plan. Common prep periods and weekly planning meetings will provide teachers and administrators collaboration time to review student work, analyze assessment data, identify student needs, and develop the right supports before children fall behind. A free after school program, Extended Learning Time, will be available to children needing extra support. Additionally, parents, who will be apprised of their child's progress by telephone at least once a month, will have opportunities to be active partners in their child's learning at home and in school.

Safe Learning Environment

Safety, at the emotional and social levels as well as the educational level, will be strong HRCS program elements. HRCS has learned from its outreach that Yonkers' parents want their children imbued with qualities that will make them "gang-resistant." HRCS will create a learning environment that is characterized by respectful behavior, good citizenship, and a code of conduct. Educationally, children will learn in a risk-free and supportive environment where they will be held to high standards and expectations of achievement and encouraged daily to believe in their ability to succeed. The optional before/after school programs will provide working parents one way to minimize the risks of potential gang-association.

Founding Group's Capacity

For more than 18 months, Hudson River Charter School's founding members have worked steadfastly to develop the concept of an elementary school that uses the community to engage learners and excite them about the wonders of science. This group – a retired principal with a deep understanding of how children learn and a love of the Hudson River; the founder of the New York Harbor School; the creator of the successful non-profit HeartSong; a special ed administrator who believes in expanding general educators' repertoire of teaching techniques; an environmental engineer who specializes in zoning and public works projects; an attorney who gives freely of his time orchestrating volunteers for Midnight Run to NYC – all are united by their core belief in the power of education and the bright future it offers children.

As their passion spread, the planning board grew to include a retired CEO from the financial world; an environmentalist and former charter school parent; a college science student who speaks for children; and a tenured public school teacher and journalist who advocates for vibrant and modern science education. The enthusiasm of the board continued to multiply with the addition of a Yonkers pastor who ministers to the city's poor; a prominent Yonkers business owner active in the Bio-Hud initiative; the WestHab coordinator of Yonkers community services; and a renowned professor of education at the College of New Rochelle. The result: a board with the collective professional experience and wisdom, community ties, and business and financial knowledge to create, manage, and govern a financially stable school that enables students to reach educational heights.

II. STUDENT POPULATION

Student Enrollment

Hudson River Charter School will open its doors to students in kindergarten through first grade and add one grade each year until it reaches full enrollment of 506 students in grades K-6. This gradual growth plan will allow HRCS to build a culture of high expectations in students, parents, and the community; enable the school to establish its reputation in Yonkers; and afford the school the opportunity to adjust its organizational structure, operating systems, and curriculum as necessary.

Class size will be approximately 23 students per grade. HRCS expects approximately 8% annual student attrition, which is similar to that of the Charter School of Educational Excellence in Yonkers, the first and currently only operating charter school in Westchester County. Student attrition will allow HRCS to offer admission spots to a few new students each year and to maintain enrollment at full capacity.

Student Enrollment Plan

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	69	69	69	69	69	69
K-1	23	23	23	23	23	23
1	69	69	69	69	69	69
2		69	69	69	69	69
3			69	69	69	69
4				69	69	69
5					69	69
6						69
Total	161	230	299	368	437	506

Target Populations

Yonkers is a city of diversity, with low-income areas and pockets of wealth. It is the fourth largest city in NY State and shares a southern border with the Bronx, the most northern borough of NY City. The 26,000-plus Yonkers public school students (with projections to grow to more than 30,000 in the next five years⁵) are largely economically disadvantaged, especially when compared to other Westchester County school districts. Socio-cultural characteristics are:⁶

- 25% Black, 24% White & Other, and 51% Hispanic
- 73% are eligible to receive free or reduced price lunch
- 16% are English Language Learners
- 16% receive Special Education services

There are 30 schools serving elementary children in Yonkers, and parents have some choice in selecting a school for their child. Elementary schools reserve 80% of the seats for neighborhood children.⁷ In low income areas, such as those in southwest Yonkers, children could be educationally hampered by this geographic restriction to enroll in a higher-performing school.

Two special groups – working parents desiring an early start time and parents who want an enriched academic core curriculum – seek admission to the district’s Cross Hill and PEARLS Hawthorne School (admission subject to academic testing), respectively. The waiting lists at these schools⁸ suggest that there are parents in Yonkers who would appreciate the HRCS daily schedule and the rigorous academic program it will offer.

Identifying and Attracting Free and Reduced Price Lunch Eligible Students

Hudson River Charter School outreach has been concentrated in Westchester Country Legislative District 17 in southwest Yonkers, which is characterized by the poor and disenfranchised. Its Westchester County legislator, Jose Alvarado, says of his constituency, “The poor are so many, it is impossible to forget

⁵Conversation with Yonkers Public Schools Superintendent of School Bernard Pierorazio on January 20, 2011.

⁶http://www.yonkerspublicschools.org/about/about_home.php.

⁷Conversation with Yonkers Public Schools Superintendent of School Bernard Pierorazio on January 20, 2011.

⁸<http://www.yonkerspublicschools.org/>, October 10, 2010 board meeting minutes.

them.”⁹ HRCS has forged inroads with leaders in this area – elected officials, the clergy, the police community council,¹⁰ the Salvation Army, and WestHab,¹¹ to name a few.

Through invitations from these community leaders, HRCS board members have had opportunities to introduce HRCS in churches, community meetings, and food distribution centers. HRCS board members learned that parents have dreams and hopes of a bright future for their children, but are truly riddled with fear for the physical safety of their children and gangs’ future influences on them.¹²

Since the first of the year and between snow storms, HRCS has collected more than 100 parent signatures of support from this geographic area. Continued outreach will be directed to the parents of children attending the schools in District 17, which include substantial populations of children eligible for free and reduced lunch and who require ESL instruction.¹³ *In an effort to offer educational opportunities to the community’s most needy students, HRCS will give an admission preference of 20% to the children of Westchester County Legislative District 17.*¹⁴

The table below provides data on the percentage of free and reduced lunch eligible students attending elementary schools in Westchester County District 17.

School	ELL	Free and Reduced Lunch
School 5	15%	71%
School 16	9%	74%
School 23	16%	81%
Scholastic Academy for Academic Excellence	15%	86%
Paidera School 24	11%	63%
Museum School 25	16%	83%
Fox Fire School	20%	84%
Enrico Fermi School for the Performing Arts	46%	93%

How We Will Serve Free and Reduced Lunch Eligible Students

Hudson River Charter School will continue its outreach in District 17 with community-style open house meetings and through introductions from the community leaders. Our parent literature is in both English and Spanish, and HRCS staff, with Spanish speakers, will be available to assist in completing the HRCS application and any district applications for free bus transportation. HRCS’s goal is to develop “social capital” from the early days of outreach through the opening and operation of the school.

During HRCS outreach, the period of enrollment, and when the school is open, HRCS’s focus will include families, for parent satisfaction is an essential component in retaining students. A welcoming tone will be set by the administration and staff who will communicate respectfully and proactively with

⁹ <http://www.westchesterlegislators.com/legislators/D17/Bio/index.htm>.
¹⁰ The Third Precinct Community Council, led by its President, Bob Stauf.
¹¹ WestHab (<http://www.westhab.org/>) is the leading not-for-profit provider of housing and social services for homeless and low income families in Westchester County.
¹² http://www.liveleak.com/view?i=28e_1251682701. The department’s chief gang expert, Detective Keith Olson, said no one is safe from them (gangs), especially the city’s Mexican-American young people. "If you are Mexican, you fall into their recruitment," Olson said. "If the young kids don't join the gangs, they face acts of violence."
¹³ <http://eservices.nysed.gov/countymap/countySummServlet?cnty=66>.
¹⁴ The district lines will be redrawn, and perhaps renumbered, this year based on the 2010 census, but the intent remains to offer admission preference to children living in this geographic area of Yonkers.

parents. They will interact with students so that they are emotionally secure, happy, and reaching their academic potential. Some HRCS staff will be fluent in Spanish, in order to reduce language difficulties that might create barriers between home and school.

There will be a concerted effort to forge a strong home-school partnership. Parents will be encouraged to join in school activities. The school and the teachers will extend invitations for families to participate in events, so that the families develop a familiarity with the school and become a part of the educational community. Informational meetings, workshops on topics of interest to parents, child-parent events, and much more will be among the many opportunities HRCS will offer. (Fortunately, many parents use public transportation and the proposed school facility features a bus stop in front of the property.) Additionally, HRCS will work with our community partners, such as WestHab, to host some of their meetings in the school building.

Connecting with people, building relationships, and developing a sense of trust between the parent body and the school staff will be the most powerful method of retaining our students. There will be special sensitivity to families who traditionally have not, for a multitude of reasons, been active partners in a school community.

How We Will Serve English Language Learners (ELLs)

Regulations

Hudson River Charter School will serve any and all students with limited English proficiency. It will comply with federal law, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, applicable provisions of the No Child Left Behind Act of 2001, including sections 301 and 1112(g) and federal case law.

Recruitment of Students

In its outreach program to attract applicants, Hudson River Charter School will target communities that have a significant representation of families who do not speak English. Recruitment materials and public information presentations will emphasize that HRCS seeks to admit and support students with limited English proficiency. HRCS will engage in recruitment practices such as posting bilingual flyers in supermarkets, libraries, and other community centers, in an effort to attract a student population of English Language Learners (ELLs) equal to or greater than the 16% enrollment of ELL students in the Yonkers Public Schools. The 20% admission preference given to the children of Westchester County Legislative District 17 will be instrumental in meeting this goal.

Identifying Students

In order to identify students who are ELLs, Hudson River Charter School will abide by the following procedure:

- Give all parents, as part of the enrollment process, the Home Language Questionnaire issued by the NY State Department of Education. It will be available in both the English version and a translated version.
- If the parents indicate that English is the only language spoken at home, screening will be discontinued.
- If the parents indicate that the home language is not English or that the student's native language is not English, then appropriate school staff will conduct an informal interview in English, and, if necessary, in the student's native language.
- If the student speaks a language other than English and the student speaks little or no English, HRCS will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated

cut score for that student will determine eligibility for services. The LAB-R will be administered only once to each incoming student.

Educational Approach

Hudson River Charter School will use the structured English immersion model¹⁵ so that students will achieve English proficiency as quickly as possible. HRCS's inclusion model calls for ELLs to be in the same classrooms as all other children. All classes are taught in English, and ELLs will receive the same curriculum as all HRCS students. By being a part of the class community and all its activities, children will feel socially accepted and take ownership for their learning. HRCS will not exclude ELLs from curricular or extra-curricular activities based on an inability to speak and understand English, nor will ELLs be assigned to special education due to their lack of English proficiency.

HRCS's instructional plan calls for 2.5 hours of English language arts that includes listening, speaking, reading, and writing. Significant parts of the language arts time will be devoted to explicit teaching of the English language, such as phonics, grammar, and word work. There will be direct instruction of content vocabulary. Content vocabulary also will reach into mathematics, social studies, and science lessons.

All students, including ELLs, will be taught by a New York State certified teacher. Some teachers will have ESL or special education certification, and, to the extent possible, these classroom teachers will be carefully placed with children who need instructors with advanced expertise. Additionally, before school begins all teaching staff will participate in professional development on techniques for supporting ELL students and later will participate in ongoing staff development throughout the school year.

HRCS's focus on differentiated instruction will enable the teachers to modify lessons and materials appropriately for ELLs. Additionally, the children will have the opportunity for intensive personalized instruction during the Extended Learning Time (ELT) after school. HRCS anticipates, and expects, that ELLs will gain comfort, confidence, and acquisition in English at a rapid pace.

Assessment of English Acquisition

In order to ensure that the student is making progress academically and in the acquisition of English:

- Teachers will informally monitor the student's listening comprehension and speaking to determine growth in English.
- Teachers will monitor progress frequently during the school year in accordance with the goals set forth in the child's individual Student Success Plan (SSP). If progress is slow or inadequate, other teaching methods and routines will be put into place.
- HRCS will administer the NY State English as a Second Language Achievement Test (NYSESLAT) annually to measure English proficiency. The score on this test will indicate proficiency level – beginning, intermediate, or advanced. If a student fails to show appropriate progress, program modifications will be implemented.
- Teachers will use class assessment to measure academic progress, with particular emphasis on the development of reading and writing skills. If there is inadequate progress, modifications to the instructional program will be considered.

Once a child has been identified as an ELL and demonstrates sufficient proficiency in English to participate with understanding in the academic program, he/she will *continue* to be monitored carefully for sustained progress in English in his/her future years at HRCS. Specifically, monitoring will ensure that the student is able to keep up with peers academically, can participate in all school instruction and programs with ease, and displays a positive attitude toward learning.

¹⁵ Clark, Kevin, "The Case for Structured English Immersion," *Education Leadership*, April 2009, Vol. 66, No. 7, pages 42-46. http://ascd.org/ASCD/pdf/journals/ed_lead/el200904_clark.pdf.

HRCS will track the performance of ELLs and the number of years it takes to reach proficiency as determined by the NYSESLAT. Performance of ELLs at HRCS will be assessed longitudinally so HRCS can determine if there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students. This data will be used to determine if program modifications are necessary.

How We Will Serve Students with Disabilities

Regulations

Hudson River Charter School will educate children with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the maximum extent appropriate and allowed by the child's Individualized Education Plan (IEP), as prepared by the Committee on Special Education (CSE) of the Yonkers Public Schools.

HRCS will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability. HRCS will also ensure that eligible students receive special education services in accordance with the federal IDEA and applicable NY State laws and regulations pertaining to special education.

Recruitment of Students

In its first year of operation, HRCS will be admitting young children – kindergartners and first graders. HRCS will make efforts to attract classified students of this age group by contacting Yonkers CSE and Special Education Parent Teacher Association. Additionally, HRCS will reach out to the Yonkers-based preschools on the NY State approved list of preschoolers with special needs.¹⁶ To date, parents of special needs children have attended HRCS parent presentations and HRCS anticipates that this trend will continue in future presentations.

Educational Approach

Hudson River Charter School will follow an inclusion model in which special needs and typical children learn, work, and play together. The school culture recognizes individual differences and is focused on developing the abilities and intelligences of all children, including those with special needs.

Understanding of special education at HRCS will start with the administration. Because the child's IEP will be the defining document for a classified child's education, the school director and/or special education administrator will meet with each teacher in the beginning of the year to review the IEP and discuss teaching strategies that could be employed with the child.

Additionally, HRCS's special education administrator will use faculty meetings and individual teacher meetings to provide special education background knowledge. Topics will include:

- Review of the child's IEP
- Referrals to CSE
- 504 classifications
- Testing modification
- Test administration
- Conferences with parents
- CSE meetings and annual reviews
- Teaching in an inclusive environment

¹⁶ <http://eservices.nysed.gov/countymap/countySummServlet?cnty=66>.

Differentiated instruction will be a key tool for meeting the needs of a classified child. Teachers will start from a “strength-based” approach that taps into a child’s social-emotional profile and addresses various learning modalities through lesson adjustments. The HRCS Student Success Plan and the child’s IEP will serve as a record of learning goals and accomplishments and provide a focus for introducing interventions when necessary. The special education administrator will act as a mentor and resource to the classroom teachers. If a child is in need of additional support, he/she will be invited to Extended Learning Time (ELT) at the end of the day to receive instruction tailored to his/her specific learning needs.

The disabilities that typically characterize the young population that HRCS will be serving in its first and second years are speech and language deficits, emotional issues, Autism Spectrum characteristics, physical handicaps, and unique medical conditions. HRCS, in addition to following the child’s IEP, will meet these specific needs as follows:

- Speech and Language – Services will be provided by personnel from the child’s home school district. However, HRCS teachers will be ever mindful of the speech and language goals of the IEP and incorporate many strategies in the daily instruction that address the targeted area.
- Emotional Issues – HRCS will be aware of the profile of an emotionally fragile child and will work with the parents and the school nurse in monitoring the child’s behavior and, if prescribed, medication. Teachers will observe the child closely and be cognizant of issues, events, and times that might agitate the child. By anticipating the cause of a child’s emotional duress, teachers can prevent the escalation of behavior that the child does not have within his/her ability to control. Additionally, the school director will have on his/her “radar screen” children who are emotionally fragile. The school director will work with the teachers to develop techniques and non-punitive strategies for making life in the classroom calm, and, if necessary, for dealing with a crisis. Teachers and administrators also will contact the child’s doctor or counselor, with permission of the parents, for advice for working with the child.
- Autism Spectrum Disorders (ASD) – Children on the spectrum will, to the extent possible, be placed with a teacher who has experience with children diagnosed with ASD. Sensitivity for the child’s unique way of relating to life, numerous but simple interventions (especially related to sensory integration and social interactions), and constant communication with the parents will be routine practices. The child’s day will include class activities that have occupational therapy (OT) components (such as those described in *Learn to Move, Moving Up* by Jenny Clark Brack or those recommended by an OT), and the teaching team will consult, with parental permission, with the child’s occupational therapist. Other specialists who work with the child outside of school (perhaps a speech and language teacher or a psychologist on social skills) will be invited, with parental permission, to consult with HRCS teachers in an effort to develop a coordinated program for the child.
- Physically Challenged – The proposed school building has an outside ramp and an interior elevator. Inside, modifications that address the needs of the physical challenged will be put in place so that the child can develop independence. For example, attendance cards will be at wheel-chair height; children who cannot raise a hand can make use of a battery-powered light pad attached to the wheel chair to indicate the child’s desire to speak; equipment, such as cubby trays, will have handles affixed to them to make them easier to transport; the use of Smart Boards will enable class notes to be available to children with writing limitations; etc. The level and extent of modifications will be

dictated by the child’s needs¹⁷ and with the advice of related service providers, such as a physical therapist.

- **Medical Conditions** – If a child has a medical condition, the school administration and the teaching staff will be educated about the condition through professional development. Consultations with the parents, and with permission, the child’s physicians will provide background information on the medical condition so that the teaching staff can devise a plan to accommodate the child.

Special Education Compliance

Ultimately, responsibility for special needs children falls to the special education administrator and school director. Teachers will be intimately involved and parent participation will be sought in devising a plan that enables the child to be successful in an inclusive environment. If the parents or the teachers of a classified child believe that a revision to the child’s IEP is in order, after several administrator observations of the child, review of assessment data, and with discussion of the current IEP in a parent/teacher meeting, HRCS will assist parents in requesting a new CSE meeting of the home school district.

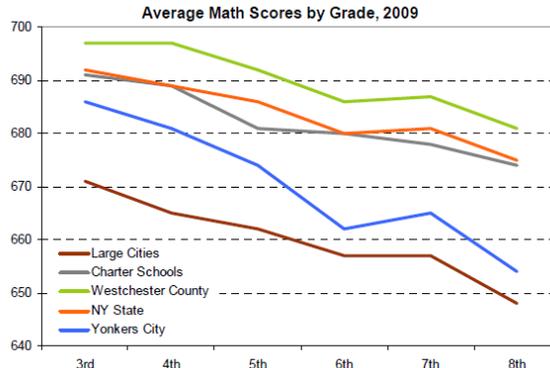
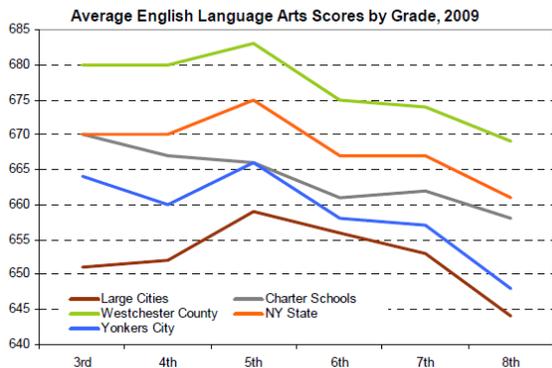
Hudson River Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

III. SCHOOL DESIGN

A. Increasing Student Achievement in Language Arts and Mathematics

Levels of Student Achievement

Hudson River Charter School’s goal is for students to meet and exceed the levels of achievement of Yonkers Public School children. Presently, Yonkers’ student achievement falls short in comparison to other entities, including NY State as a whole, Westchester County, and other NY State charter schools, as illustrated in the charts below.¹⁸



¹⁷ When necessary, HRCS will contact SAIL at Ferncliff Manor, a renowned independent school in Yonkers specializing in meeting the multiple needs of a child with severe disabilities, for guidance and expertise, especially in adapting outdoor activities for physically challenged students. See <http://www.sailatferncliff.com/> for further information. Additionally, HRCS board members will attend the upcoming Accessible Expo to keep current on new techniques and equipment that will benefit physically challenged children. See <http://www.abilitiesexpo.com/newyork/index.html>.

¹⁸ “The Prospectus,” Westchester Academy of Science Charter School. <http://www.p12.nysed.gov/psc/documents/WestchesterAcadScienceProspectus8.16.10.pdf>.

The table below¹⁹ provides ELA and math student achievement data from the 2008-09 NY State assessments for the grade 3 and 4 students in the schools of Legislative District 17. It is expected that the data from the 2009-10 NY State ELA and math assessments, when publicly available on NYSTART, will document lower student achievement.

School	NYS Assessments 2008-09* (percent achieving at the proficient level)	
	ELA	Math
School 5	G3: 62% G4: 78%	G3: 86% G4: 91%
School 16	G3: 72% G4: 69%	G3: 81% G4: 76%
School 23	G3: 70% G4: 68%	G3: 87% G4: 79%
Scholastic Academy for Academic Excellence	G3: 45% G4: 81%	G3: 82% G4: 87%
Paidera School 24	G3: 76% G4: 80%	G3: 96% G4: 82%
Museum School 25	G3: 66% G4: 37%	G3: 61% G4: 65%
Fox Fire School	G3: 63% G4: 69%	G3: 91% G4: 83%
Enrico Fermi School for the Performing Arts	G3: 71% G4: 45%	G3: 91% G4: 71%

Increasing Student Learning in ELA and Math

HRCS will build a solid foundation for learning, starting with kindergarten and first graders, based on the recently adopted NY State Common Core Standards for English and mathematics. As a new school, HRCS will be in a position to implement the core standards from the first day of operation. Its enthusiastic staff, timely staff development, and weekly coaching of teachers will contribute to the development of a deep understanding of the standards and ways to design lessons that address those standards.

The HRCS goals for student achievement on the NY State assessments are:

- 80% of HRCS students will score at the advanced or proficient level in ELA, and
- 90% of HRCS students will score at the advanced or proficient level in mathematics.

Increasing Learning in Other Disciplines

The skills and content of ELA and math will be integrated into other disciplines, especially in STEM studies. The nationwide lackluster proficiency in STEM, as documented in the National Assessment of Education Progress that were administered in 2009,²⁰ illustrates the need for strong, daily instruction in the topics of science, technology, engineering, and, of course, mathematics. STEM teaching and learning will be the hallmark of an HRCS education, and, as with ELA, each subsequent year of learning will be build upon the foundation laid in the prior years.

Increasing Student Learning through School Practices

HRCS’s daily instructional schedule is designed to facilitate learning. Dedicated school-wide literacy and math blocks of 2.5 and 1.0 hours, respectively, will provide uninterrupted time for mastering skills and content. These blocks will also allow for flexibility of grouping across grade levels to serve children who

¹⁹ Data from NYSTART, <https://www.nystart.gov/publicweb-rc/2009/c7/AOR-2009-662300010000.pdf>.

²⁰ “Few Students Show Proficiency in Science, Federal Tests Show,” *New York Times*, January 26, 2011, page A13.

need reinforcement or advancement. The free Extended Learning Time (ELT) at the end of the day affords another opportunity for children who need additional time to solidify their learning.

At the core of all instruction is progress monitoring based on observations, student work, diagnostic testing, assured ELA and math experiences, formal and informal assessments, and the resultant data analysis. The teaching coach and administrators will facilitate a collaborative, critical review of student progress that will be instrumental in making instructional decisions and improving teacher competency.

In addition to monitoring students' progress, teachers will also be monitored and reviewed for their capacity to bring children to high levels of achievement.

B and C. Increase Academic Achievement of Middle Schoolers/Increase High School Graduation Rates

Students will know from their first school day that the goal of a Hudson River Charter School education is college graduation. During their K-6 years, students will engage in a rigorous education and will be imbued with confidence that will lead to middle and high school success. Their K-6 STEM learning experiences will be anchored with visits from scientists and trips to places where STEM knowledge is used in the work place. This compelling exposure will contribute to children's understanding of the limitless possibilities that education provides them in the work world.

At the appropriate time, HRCS intends to create a 7-12 school so that its K-6 students will be able to continue their rigorous education in a safe and engaging learning environment. A member of the HRCS board, the founder of a NY City science high school, will bring his expertise to this challenge.

HRCS will track its students through college and career. It will always have an open door for its graduates to share their successes and inspire current students.

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

HRCS will use a data-driven instructional model to guide teaching and learning. It will administer all assessments required of NY State public schools, in addition to other assessments HRCS adopts. The assessment results will enable teachers and administrators to track students' progress toward mastery of the common core standards and acquisition of STEM competencies.

Additional formal assessments that HRCS is considering include:

- Boehm Test of Basic Concepts-3: The preschool version of this standardized assessment will be given to incoming kindergartners in the spring. It is administered individually and measures basic concepts (size, direction, position, time, quantity, classification, etc.). The results will help the learning staff identify children who lack basic understandings and need interventions. HRCS will use the results for class placement and to give parents suggestions for helping their child before school starts. The Boehm Test will also be administered to first graders at the start of school.
- Bracken School Readiness Assessment (BSRA): The BSRA assesses a child's concept knowledge and receptive language skills for school readiness. It includes information showing how the subtests align to state early childhood standards. It will be given to kindergartners in September.
- Concepts About Print, Clay 2002: The purpose of the Concepts About Print test by Marie Clay (2002) is to screen and diagnose students' conceptual and procedural knowledge about how printed language functions. The assessment will be given to kindergartners in September and March.

- Gates-MacGinitie: This reading assessment will be given twice a year to students in grades K-2, and once in the fall in grades 3-6. It measures reading achievement and can be used to place students in remedial or accelerated reading groups and evaluate the reading instruction.
- CTBS TerraNova: This test, which is closely aligned to the NY State standards, will be administered in grades 1-6. It will be reviewed to ascertain if it reflects the common core standards.

HRCS will investigate formal assessments for science and also use performance assessments to monitor the level of student learning.

Informal, summative assessments will be ongoing and frequently used for diagnostic purposes. For example, students will complete “assured” writing assignments at each grade. There will be unit tests in various subjects. Public events (such as science/social studies museums, in which students create exhibits and become the experts to answer viewers’ questions) will also reveal students’ understanding of concepts, as will performance tasks in science. Rubrics will be used for various tasks, projects, research, and writing assignments so that students can recognize the criteria for high performance and also take responsibility for their work.

Understanding the results of these frequent assessments and putting them to use will be a key function of the teaching staff. The HRCS school schedule includes a daily common prep period for teachers and a weekly planning meeting. Both provide opportunities for teachers, teacher coaches/mentors, and administrators to review student work, analyze assessment data, identify student needs, and develop appropriate supports for children at risk of falling behind or needing greater rigor. This information and conclusions from the analysis will become a part of the child’s individual Student Success Plan that will guide teaching and learning. It will also indicate when the curriculum and instruction need adjustment.

The progress of students, as measured against desired targets of achievement, will be reported on quarterly to the HRCS board. The board will review if appropriate resources, promising instructional practices, teacher abilities to create student academic growth, and the capabilities of the school leadership are present to enable student achievement to follow an upward trajectory.

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

Leadership, teaching staff, professional development, parent partnerships, and continuous review of the school culture...all these factors play a key role in creating an effective and superior school.

The school director sets the tone for the school. In addition to running the school, which entails oversight responsibilities for operations, business, finance, development, facilities, and public relations, the school director will be the chief educational leader who guides the instruction staff and development of curriculum. This multi-dimensional person, steeped in emotional intelligence, is the face of the school.

“The quality of an education system cannot exceed the quality of its teachers.”²¹ Accordingly, the hiring process for teachers will be rigorous. HRCS will recruit from the top third of each college’s cohort and from reputable schools that nourish scholars with the knowledge and skills HRCS wants to instill in its students. If needed, a national search for teachers will be undertaken. HRCS teachers will be trained using student performance data to inform their teaching, and their own performance will be judged, in part, on the academic and social growth of their students.

²¹ “How the Best Performing School Systems Come Out on Top,” McKinsey and Company, 2007, page 19. http://www.mckinsey.com/App_Media/Reports/SSo/Worlds_School_Systems_Final.pdf.

Professional development will be a critical component of HRCS, with a goal of preserving the fidelity of the school's instructional program and creating an adult learning community. All instructional staff will be supported in the methods, practices, and content that characterizes HRCS and distinguishes it from other schools. An emphasis on strong interpersonal relationships and a sustained focus on teaching and learning will be at the core of HRCS professional development.

HRCS will encourage parents to be partners in their child's education. Staff will promote a parent/family atmosphere. They will foster positive relationships and dedication to the child's education and the mission of the school. The goals for parents are to actively support and model the school's code of conduct and work ethic, to attend parent/teacher conferences and school events, and to send their child to school on time and prepared to learn. To grow the home/school partnership, HRCS will sponsor free workshops on topics of interest to their children.

Finally, a school system is only as good as its ability to reflect, assess, and learn from its successes and failures. This process includes all the stakeholders in the school community. It will be an ongoing journey that makes use of informal checklists, detailed reviews at logical ending points (the end of a teaching unit or year-end curriculum review, for example), goal setting, and pointed conversations and group discussions. An essential component in this process is HRCS's mid-year and end-of-year parent evaluations, in which parents will weigh in on the learning environment, quality of instruction, support provided to children, and overall academic achievement. The result of the information gathering, reflection, and assessment: action that leads to continuous improvement in HRCS's quest to create a vibrant learning organization that produces young scholars of outstanding competence.

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

Hudson River Charter School intends to be a strong educational player in Yonkers, both for the families and the district school community at large. For example, during its first year, it will conduct an extensive outreach program, including open houses/after school teas for the K-1 teachers in the Yonkers district schools. Our teaching staff will present information about our program and invite sharing between individual teachers and schools. The willingness to collaborate might materialize in simple ways – from teachers setting up student pen pals to school leaders collaborating on staff development and curriculum development. These first steps will bring an awareness of our program and some of its features that other educators could duplicate if they desire. It will also establish HRCS as an educational entity that is willing to collaborate with district public schools.

On occasion, HRCS students will exhibit their learning in performances and displays, such as in plays, student-created museums, and learning fairs, to which the public will be invited. HRCS's proposed location, within walking distance of a district elementary school, creates opportunity for classes in both schools to visit and learn from each other. The administration of each school also can use this geographical proximity to develop a relationship and explore ways for the schools to collaborate.

It is the intent of both HRCS and the NY State charter school law to promote innovation and disseminate best practices to local schools. HRCS will make this intention a school goal.

HRCS has already developed a relationship with Yonkers' first public charter school -- Charter School for Educational Excellence. Discussions have centered on best instructional practices, as well as operational and compliance issues. It is the combined desire of both schools to seek ways to work together and eventually to form a consortium of Westchester charter schools.

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

Launching a charter school is a complex process that encompasses many dimensions. The dimensions highlighted below present many challenges and have been the subject of much thought and action by the board of Hudson River Charter School.

The Board and Its Responsibilities

The HRCS founding board is strong and purposely represents a variety of skills and experience. Each person has served a vital role in the development of the school concept and in working behind the scenes to make the school a reality. The founding members’ expertise is delineated in the table below.

HRCS Planning Board

Member	Education	Non-Profits	Professional	Business	Science	Yonkers
Gail Osterman	X (Administration)	X		X	X	
Marge White	X (Special Ed)			X		
Marc Rosner	X (Teaching)				X	X
Pamela Pinto-Sessions	X (Community)	X			X	
Ramesh Shah		X	X (Finance)	X		
Charles DiComo				X	X	X
James Hahn			X (Engineering)	X		
Gayle Cratty	X (Teaching)	X (Founder)		X		X
Rudyard Whyte		X	X (Legal Services)			
Jeffrey Epps	X (Student)				X	
Ezequiel Herrera		X	X (Clergy)			X
Murray Fisher	X (School Founder)	X			X	
Nychelle Jackson-Walcott	X (Community)	X				X
Alice Siegel	X (College)	X				X

The board is led by Mr. Ramesh Shah, a retired Chief Executive Officer from the financial industry. His global business sense and his understanding of the necessary financial underpinnings for the school bring a laser sharp focus to developing strategies for a successful launch and for fulfilling the responsibilities set forth in the charter.

The board will have final authority for the school policy and operational decisions. It will set the overall direction of the school and has authority to delegate decision-making responsibility to employees of the board. Currently the board has drafted guidelines on the responsibilities of the board, the membership of the board, and qualifications of the membership. It has developed a school organizational chart and a code of ethics. It has consulted with Ms. Angela Irwin, Interim Executive Director of the National Charter Schools Institute, and expects to use the Institute’s services for professional board development when the charter is granted. Additionally, HRCS has drafted policies on admission, student discipline (for general and special education students), dress code, complaints, closure planning, and finances.

HRCS has studied the financial systems and the compliance requirements of charter schools and has consulted with specialists in these fields. At the present time, the board is leaning toward using the services of Mr. Raj Thakkar of Charter School Business Management, Inc. to set up our financial systems and Mr. Daniel Pasek of Pasek Consulting to assist in compliance matters.

It is anticipated that the board will, at the appropriate time, reorganize into a governing board of approximately seven to nine members, a business/science advisory board, and a fundraising board to make it easier to devote sufficient attention and action to the diverse needs of the school.

The Facility

HRCS has a commitment for a facility, a former college building that overlooks the Hudson River. This three-and-one-half story building has the capacity to house the HRCS K-6 program when at full enrollment. It is located next to two parks – the Lenoir Nature Preserve and the Old Croton Aqueduct Trail (a 26-mile linear park). Both parks represent a bonus to HRCS's science program. The building is currently owned by a non-profit organization which has provided a letter of support stating its desire to lease the building to HRCS on a long term basis. The building needs rehabilitation, which the organization will complete so that HRCS can rent a renovated building that meets all safety, health, and other regulations that relate to school facilities.

In the event that the rehabilitation of the building is not complete in time for a 2012 school opening, HRCS will investigate leasing a Catholic school for a school year. Currently there is one empty Catholic school in Yonkers and there are three more Catholic schools slated for closure at the end of this school year. HRCS has contacted the Catholic clergy of Yonkers to explore this contingency plan.

School Finances

The Hudson River Charter School board is well aware of the need to supplement its revenue with contributions from outside sources in order to launch a state-of-the-art STEM school. The board has prepared a budget (subject to revision if there are NY State budget cuts) and created a case-for-support that outlines the desired funding. HRCS has developed a fundraising plan, identified potential donors, and tested its case-for-support presentation on a charitable foundation that works with other industries. Already HRCS has the commitment of a nationally prominent Westchester citizen to host a fundraiser for the school. HRCS will seek to augment its contribution revenue by vigorously pursuing grant prospects. Once HRCS is awarded a charter, it will immediately launch its fundraising campaign and seek membership for a fundraising board. It will also solicit the support of local companies, including the membership of the NY Bio-Hud Initiative, to adopt classrooms. Such adoption will defray the costs of special materials and equipment, field trips, isolated student needs, etc.

Community Outreach

Hudson River Charter School board members have spent considerable efforts and time introducing the school to the Yonkers' community and other entities in the Hudson Valley. The focus has been on community leaders, from whom the board has sought advice and introductions to parents of young children. It has concentrated its efforts on southwest Yonkers, the most economically depressed part of the city, and has recently begun to receive individual signatures of support from parents. Outreach will continue on multiple fronts. To date board members have personally contacted individuals from a cross-section of organizations, as listed in the chart on the next page.

Prospectus: Hudson River Charter School

Individual/Organization	Meeting	Letter of Support	Awaiting Reply
Political/Government			
Mayor of Yonkers	X	X	
Yonkers City Council members	X	X	
Yonkers Commissioner of Economic Development and Planning	X	X	
County Legislator Jose Alverado	X		
NY Assemblyman Gary Pretlow	X		
NY Assemblyman Mike Spano	X		
NY Senator Andrea Stewart-Cousins	X		
NY Senator Suzi Oppenheimer	Scheduled		
Educational			
College of New Rochelle Prof. Alice Siegel (ELA specialist)	X	X	
Manhattanville College	X	X	
Pace University	X	X	
Sarah Lawrence College	X	Pending	
Superintendent, Yonkers Public Schools	X		
Teachers' Union, Yonkers Public Schools			X
Mr. Paresh Patel, President, Yonkers Public School Board of Education			X
Yonkers Partners in Education	X		
National Heritage Academies, Mr. James McCarthy	X		
Regent Harry Phillips	X		
Charter for Educational Excellence, Principal Catalina Castillo, Founder Sobeida Cruz	X	X	
New York City Charter School Center, James Merriman, CEO	X		
Community Organizations			
Good Shepherd Presbyterian Church Pastor Ezequiel Herrera,	X	X	
One Kingdom Under God, Dr. Ilisa Cooper,	X	Pending	
WestHab, Ms. Nychelle Jackson-Walcott	X	X	
Third Community Police Precinct, Mr. Bob Stauf	X	Pending	
Salvation Army, Captain Javier Alvarez	X	X	
Stone Barn Environmental Center	X	X	
Chamber of Commerce, President Kevin Cacace	X	Pending	
Business/Science			
Clearwater Environmental Sloop	X	X	
Riverkeeper	X	X	
Scenic Hudson	X	X	
Water Keeper	X	X	
Aureon (Bio-Tech company), Dr. Charles DiComo, VP	X	X	
Hudson Valley Economic Development Corporation, President and CEO Mike Oates	X	X	
Robert F. Kennedy, Jr., Environmentalist	X	X	

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

Three members of the Hudson River Charter School board – its president, Mr. Ramesh Shah, and lead applicants Gail Osterman and Marge White – met with Yonkers Superintendent of Schools, Bernard Pierorazio, on January 20, 2011. The purpose was to introduce HRCS and the leadership behind its concept, and to apprise Superintendent Pierorazio of HRCS’s timetable.

The visiting HRCS board members expressed a desire to become an asset to both the school system and the city of Yonkers. The school population is growing steadily (Superintendent Pierorazio believes that it will exceed 30,000 students within five years, the majority coming from high need groups) and the district faces facility challenges.

The conversation included ways in which HRCS and the district could work together. Superintendent Pierorazio cited past history of sharing staff development on Title 1 with the Charter School of Educational Excellence, the first, and currently only, charter school in Yonkers. He also explained that the school district recently supplied psychologists to the Charter School of Educational Excellence to help the school community cope with the sudden death of a teacher.

Cooperation with the District on two areas required by law – Committee on Special Education meetings and transportation – were also discussed. In addition, HRCS board members expressed a desire to seek ways in which the respective educational entities could work collegially in the future for the benefit of the children of Yonkers.

The HRCS board also has contacted the president of the Yonkers Board of Education and the leader of their teachers’ union. The HRCS board awaits their replies to our phone calls and emails.

In the future, it is HRCS’s desire to establish a relationship with the Special Education Department to learn about the district’s scheduling of Committee on Special Education Meetings and to gain familiarity with district forms for requesting CSE meetings and Special Education Student Triennials. HRCS wants to establish a similar collegial relationship with the district’s transportation department.

It is HRCS’s sincere desire to seek ways in which the two educational entities can work collegially in the future for the benefit of the children of Yonkers.

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

Hudson River Charter School offers a well-defined educational program to elementary aged children of Yonkers. Its design and mission are unique. Some aspects of the program might be implemented elsewhere in Westchester County, but the total package that HRCS will be offering is not available in Yonkers or in other public schools in Westchester.

HRCS is an alternative to the present district public school offerings in that it:

- Provides a longer school day that results in approximately eight extra weeks of learning time per year, with opportunities for free tutoring after school, and an optional before and after school program;
- Is sharply focused on STEM elementary education with equal attention to the development of a strong foundation in English language arts;
- Uses the Environment as the Integrating Context (EIC) to foster young children’s appetites for learning and to provide meaningful inquiry-based, hands-on experiences and community opportunities that will naturally link to more learning;

- Is responsive to the expressed needs and desires of parents for an emotionally, socially, and educationally safe learning environment for their children, one that will lead to a brighter future and away from the influence of gangs; and
- Offers students the possibility to continue with more advanced studies, in the projected 7-12 Hudson River Charter School that will build upon their STEM foundation.

The HRCS Board fully expects that graduates of its elementary school will be equipped to excel in middle and high school, especially in science and math classes, and that a high percentage will go on to study STEM subjects in college. A HRCS education also will prepare students, including students of diversity, to participate in scholarship opportunities such as the Intel Science Talent Search, the nation's most prestigious pre-college science competition.²²

Hudson River Charter School, through the implementation of its program, will be a strong educational offering to the children of Yonkers. It will create a safe and positive learning environment where knowledge and learning is celebrated; and it will grow intellectual capital for an economic future requiring science, technology, engineering and mathematics knowledge and thinking.

²² <http://westchesternewsonline.com/19-westchester-students-chosen-intel-science-semifinalists>. Of the 19 high school students who were named 2011 Intel semi-finalists from Westchester, one was from Yonkers, the largest school system in the county. The winners were not representative of Westchester County's diverse population.

Full Application submitted in response to the 2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents for

Hudson River Charter School

An elementary school offering rigorous academics, with an emphasis on science, technology, engineering and mathematics (STEM)

Gail Osterman, Lead Applicant and Contact



Yonkers Public Schools, Yonkers, NY
Grades K-6 for 506 students

The prospectus for Hudson River Charter School is incorporated by reference into this application.

I. EDUCATION PLAN

Overview

Mission¹ *(purpose)*

Hudson River Charter School (HRCS) prepares students to achieve high levels of literacy, mathematics and science. Students develop critical thinking and problem solving skills that equip them to learn and to contribute to the 21st century economy.

Vision *(establishes methodology/criteria)*

HRCS provides a rigorous education, with a strong emphasis on science, technology, engineering and mathematics (STEM), to K-6 children of various learning profiles and socio-cultural backgrounds. With the Hudson River and Valley serving as the background theme for academics, children develop foundations for learning and thinking that will prepare them for success in post-high school education and careers.

HRCS Educational Goals *(measurable achievement)*

Achievement on the NY State assessments for children who have been HRCS students for two consecutive years will exceed the performance of students in the Yonkers School District. Specifically:

- Minimum of 80% of HRCS students will score at the advanced or proficient level in ELA;
- Minimum of 85%² of HRCS students will score at the advanced or proficient level in mathematics; and
- Minimum of 85% of HRCS students will score at the advanced or proficient level in science and social studies.

Keys to Achieving Goals *(how students will achieve goals)*

HRCS will achieve its goals through a combination of:

- A *culture* of high expectations for learning, citizenship, and achievement;
- *Leadership* that grows the school culture, creates a strong professional learning community, and holds stakeholders (children, staff, parents, board members) to high levels of performance;
- Inspirational *teachers*, knowledgeable about their students, subject matter and instructional practices, who believe all children can succeed;
- An inclusive educational *program* of rigorous academics based on best practices and a longer school day; and
- On-going *progress monitoring* that uses *data* to improve teaching and learning.

Evaluating Student Performance *(how HRCS will know students are achieving)*

HRCS will monitor student learning through its emphasis on data-driven instruction, its individual Student Success Plans (SSP), and its attention to grade level exit goals.

¹ Mission statement has been adjusted from the mission stated in the Prospectus.

² Mathematics goal has been adjusted from the goal stated in the Prospectus.

Data Driven School Culture: HRCS will operate in a data-driven environment (see Assessment, Application page 15). Because many teachers and administrators have not been trained and do not have experience with this governing focus, the topic of data-driven instruction will be thoroughly explored in Summer Academy (see Professional Development, Application page 9) and reviewed throughout the school year.

Student Success Plans: HRCS teachers will create a Student Success Plan (SSP) for each child in order to monitor individual learning. The SSP will specify the student’s goals for academic and social/emotional growth, taking into consideration the grade level standards of achievement. The SSP will include input from the parent/guardian and, if developmentally appropriate, participation from the student.

A student with disabilities also will have a SSP that incorporate the goals of their Individualized Education Plans (IEP). HRCS will follow all instructional and testing accommodations specified in the IEP.

The SSPs are a means to track and monitor student progress and delineate, if necessary, the need for support services. They will include samples of student work and achievement data from formative and summative assessments. SSPs are designed to prevent children from “falling through the cracks.” They will be consulted regularly, updated frequently and used in teacher and team meetings, and serve as the reference for discussions in parent/teacher conferences.

Grade Level Exit Goals: The use of data to inform instruction, coupled with progress monitoring with the SSPs, will focus teachers and students on the desired exit goals listed below. Throughout the year, students identified as needing additional assistance, beyond the classroom supports, will be invited to Extended Learning Time (ELT), a period of instruction tailored to the child’s needs. ELT instruction may be offered on a temporary, as needed, basis or on a long-term schedule if the child’s learning profile warrants it. This ELT period recognizes that children learn at varying rates.

HRCS Desired Exit Goals

Subject	Grade	Desired Exit Goal
Reading	K	Minimum DRA 3
	1	Minimum DRA 14
	2	Minimum DRA 24
Math	K-2	Perform at or above level 3 on a national standardized test
STEM	K-2	Score at the proficient level (3) on the grade-level STEM rubric (to be developed) on year-end project

A. Curriculum and Instruction

Curriculum

An HRCS education is anchored in the development of solid literacy skills plus strong competencies in science, technology, engineering, and math (STEM). Integration of

subjects will be the norm. Technology will be a tool both for teaching and developing student skills. Instruction will be inquiry-based, allowing students opportunities to think like scientists, technologists, engineers, and mathematicians.

During the planning year, HRCS will develop detailed grade-level curriculum maps that align with the NY State Common Core Standards, specify intended learner outcomes, and indicate STEM content. These maps will become the scope and sequence for each grade. Teachers will use them to develop units and supporting lessons for each grade level's database. All unit plans will refer to the standards, and teachers will be able to judge students' progress toward mastery of the standards through selected assessments specified in the unit.

In developing its core curricula, HRCS will give attention to programs and practices that have research to support their effectiveness. (Note: engineering for elementary students is still in its infancy, resulting in less research.) HRCS has investigated and studied many programs, some of which are discussed below.

Social Emotional Learning (SEL): The school day starts with a class meeting (for example, one that is based on the Responsive Classroom approach). HRCS believes that social interactions in a child's life contribute to cognitive and emotional growth. Developing an awareness of one's self, one's role in a community, understanding and acceptance of others, and cooperative skills will be the foundation for all other work in which students engage. As a side benefit, an approach such as the Responsive Classroom not only imbues children with pro-social skills and assertiveness, but also yields academic increases in math and reading achievement.³ Particular emphasis will be given to SEL components that will help children resist the influence of gangs. (See Prospectus page 5) HRCS will tap the assistance of the city's community leaders⁴ and examine the Living Values Program, which is effective in decreasing violence and bullying and in creating safe, caring school climates.⁵

Literacy: The intense commitment of HRCS to ELA is manifested by its 2.5 hours of daily instruction, in addition to its focused integration into other subjects. HRCS will use a balanced literacy approach, an approach that by its very nature is differentiated to the individual levels of children's development. Curriculum will be developed under the

³ From 2001 to 2004, researchers at the University of Virginia's Curry School of Education and Advanced Center for Teaching and Learning conducted a longitudinal, quasi-experimental study on how the *Responsive Classroom* approach affects children's academic and social skills. They compared six schools in an urban district in the Northeast—three that used the *Responsive Classroom* approach and three that did not. The study, led by Dr. Sara E. Rimm-Kaufman and funded by the DuBarry Foundation, yielded six key findings about children and teachers at schools using the approach: 1. Children showed greater increases in reading and math test scores. 2. Teachers felt more effective and more positive about teaching. 3. Children had better social skills. 4. Teachers offered more high-quality instruction. 5. Children felt more positive about school. 6. Teachers collaborated with each other more. For a full report of this study, see "Social and Academic Learning Study on the Contribution of the *Responsive Classroom* Approach" by Sara E Rimm-Kaufman, available at www.responsiveclassroom.org/research.

⁴ Robert Stauf, President of the Yonkers Police 3rd Precinct Community Council, has pledged his active support. His experience in helping former prison inmates return to work and community has provided him with a keen view on what is needed to keep Yonker's children from a life of crime.

⁵ <http://www.livingvalues.net/impact.html>; <http://www.livingvalues.net/reference/docs-pdf/lvTheoreticalBackgroundandSupport.pdf>

guidance of a board member, a College of New Rochelle associate professor of education who teaches courses in literacy⁶.

The reading program will emphasize phonemic awareness, phonological foundations, word study and vocabulary, fluency, and comprehension. Numerous teaching approaches will be implemented. For example, word work will include both class words, personal words, and content words (which are often problematic for ELLs) so that there is a shared vocabulary. Children will use leveled readers for individual or small group reading. They will also be exposed to daily read-alouds of books selected for literacy development and curriculum connections. In the primary grades, reading will be reinforced with homework consisting of nightly reading (such as computer-printed leveled readers,⁷ as well as appropriate literature) and weekly “book bags” of pleasure reading to share with family members and friends. Intermediate children will also read nightly from books and other materials appropriate for their level.

The writing program will focus on conventions of language; skills and techniques (for example, crafting a strong beginning, using vivid language, developing logical transitions, etc.); independent writing; and writing across the curriculum. A program, such as Empowering Writers,⁸ will provide the structure to teach writing skills in an organized, focused way, with emphasis on techniques and strategies that authors use. This approach can be partnered with Teachers’ College Writing Workshop,⁹ with opportunities for children to become authors and share their work in writing celebrations.

The T class (transition class before first grade) will be available to those children who would benefit from systematic, multi-sensory instruction to build an understanding of the relationship between written letters and spoken sounds. Instruction will be based on a program such as Preventing Academic Failure¹⁰ (patterned after the Orton Gillingham approach) that focuses on decoding, handwriting, spelling, and fluency, a methodology advocated by the National Reading Panel.¹¹

Mathematics: The skills and concepts of math (one of the STEM subjects) will be taught daily with a standards-based commercial program that emphasizes problem solving. The goal is to build a strong foundation of mathematical understandings that will prepare

⁶ Dr. Alice Siegle also consults with Charter School of Educational Excellence in Yonkers, whose ELA achievement has earned the school a NYS Exemplary Award for Reading.

⁷ <http://www.readinga-z.com/>

⁸ The strong instructional methods and carefully constructed lessons in the Empowering Writers curriculum series support the diverse levels of student writing abilities in English as a Second Language (ESL) inclusion classroom. Empowering Writers promotes consistency across classrooms and grade levels, encourages connections across the curriculum, provides teachers with rich language development models and lessons for writing instruction, and enhances students’ confidence in writing by building the writing process through the attainment of the requisite skills. For more information, consult the report available at

<http://www.empoweringwriters.com/sites/default/files/ELL.Research.pdf>

⁹ <http://rwproject.tc.columbia.edu/>

¹⁰ Preventing Academic Failure (PAF) is the program used at Windward School, an independent co-ed day school in Westchester County that focuses exclusively on helping students in grades 1-9 with language-based learning disabilities. Windwood offers reading and writing professional development courses and evening seminars for educators in the surrounding communities. The extensive PAF program has been reworked, with resultant success in students’ achievement, at several Westchester Schools (Bronxville Elementary School, for example) for use with the general education population. For more information, consult

<http://www.windwardny.org/home/content.asp?section=about%20windward>

¹¹ <http://www.nationalreadingpanel.org/Publications/summary.htm> National Reading Panel, Report 2002

students for the more advanced challenges, especially in STEM activities, in which students use mathematical thinking to solve problems.

HRCS is reviewing Everyday Mathematics,¹² a program whose development was funded by the National Science Foundation (NSF) and has research to support its effectiveness. It is rich in language, something teachers will be mindful of when working with ELLs and children with language-based disabilities. (Part of the word work in ELA will include math content vocabulary.) The program components provide guidance for teachers in meeting the various needs of their students. For example, the Differentiation Handbook has suggestions for adjusting the focus of the games and difficulty levels; the Assessment Handbook gives ideas for altering the written assessments and the open response questions; the teacher's guide is a complete resource for pacing and teaching techniques. The web site that supports the program gives numerous ideas for working with children of various levels,¹³ and teachers will also collaborate with their colleagues to design any additional modifications or extensions that could be necessary.

Social Studies: The Environment as an Integrating Context (EIC)¹⁴ is at the core of HRCS social studies (and science), to the extent possible. EIC calls for social studies to be taught in a hands-on manner, using a variety of materials, with the environment central to each unit. HRCS will create "place-based" units of study, aligned to the NY Standards, using a local element to develop understanding of the social studies concepts. For example, students might learn about the river's resources as a cause for the development of their community; of the historic role the river played in the founding of our country; how the patterns of transportation mirrored the technology and influenced the culture of an era; or why the river was a major battleground of the modern environmental era. Social Studies will include a strong literacy component and will be frequently integrated with ELA instruction.

Science: Science, another STEM topic, will take place daily in an extra long time block (see Attachment 3). HRCS will develop a comprehensive school science curriculum that will also include a strong literacy component. Science concepts and skills will be

¹² In a research study, NSF concluded that the data from their study showed that Everyday Math "improve(d) student performance in all areas of elementary mathematics, including both basic skills and higher-level processes. Source: http://everydaymath.uchicago.edu/about/tristate_student_achievement_study.pdf The ARC Center Tri-State Student Achievement Study, Executive Summary, page 1. Another report from the United States Department of Education, in which Everyday Mathematics was evaluated, declared it the most promising among the elementary school mathematics programs reviewed in 2006-2007. Source: http://ies.ed.gov/ncee/wwc/pdf/ESM_TR_07_16_07.pdf What Works Clearing House Topic Report: Elementary School Math, July 16, 2007, U.S. Department of Education, Institute of Education Sciences. The research evidence about Everyday Mathematics (EM) almost all points in the same direction: Children who use EM tend to learn more mathematics and like it better than children who use other programs. This finding has been supported by research carried out by the University of Chicago School Mathematics Project (UCSMP), by independent researchers at other universities, and by many school districts across the nation. The absolute amount of this research is large - the reports fill several large binders - but, compared to what is available for other curricula, it is enormous. As a recent report from the National Academy of Sciences (NRC, 2004) makes clear, no other currently available elementary school mathematics program has been subjected to so much scrutiny by so many researchers. The agreement about the curriculum across so many research studies is, itself, perhaps the strongest evidence that EM is effective. For the report, consult http://docs.google.com/viewer?a=v&q=cache:KMEsmURBH94J:www.u-46.org/roadmap/files/resources/EMResearchSum.pdf+everyday+mathematics+research&hl=en&gl=us&pid=bl&srcid=ADGEEsg7PqfQYGBjFiWJF7wqrptF_u_7NPOorkZcxmOKe-L2L1lx7xwDpPE3-8kFxX6rFFf6KjdtN6eAAxjhN3Wgd5SlwJ6EIyzk7Ywrs4OE2ICRRJgtc7QujNnnJwpTyNg3skdRMpm&sig=AHIEtbRDdVVZIX1omjezkLB5Gu68TpoM0g

¹³ http://everydaymath.uchicago.edu/educators/indiv_needs/Differentiation.pdf

¹⁴ EIC was developed by SEER, a cooperative endeavor of sixteen state departments of education. It has been adopted in many public schools. Where it has been implemented, it has been enthusiastically endorsed. Numerous research reports provide data on its impact on student achievement. To consult these reports, go to <http://www.seer.org/pages/research.html#reports>

introduced and honed through inquiry-based learning, with lessons, experiments and projects that will prepare students for success on the fourth grade NY State science assessment. Various institutions¹⁵ have offered their expertise in developing the curriculum, and HRCS will consider commercial programs such as those produced by companies like FOSS¹⁶ and EDC.¹⁷ The chart on the next page includes sample science units, with STEM integration, that are under consideration for grades K and 2.

STEM: STEM education, one of our nation's top priorities related to economic competitiveness in the 21st century, is the instructional focus of HRCS.¹⁸ The primary years at HRCS will cultivate awareness and interest in engineering through targeted vocabulary, discussions, literature, class activities, guest visits and field trips. As students develop their conceptual understandings in math and competency in reading, writing, and communicating, they will be introduced gradually to STEM investigations and challenges appropriate to their developmental level in all the connected parts (science, math, technology, etc.) These investigations, posed as questions, will grow progressively complex as students gain background knowledge, make connections between disciplines, and grow comfortable in the problem solving process. As students become more sophisticated in their engineering understandings, students' own questions most likely will serve as the topics of investigations.

The STEM curriculum will be developed during the planning year with the assistance of an educational science/STEM specialist. Some units of study will be based on commercial programs, such as Engineering is Elementary, and some will be tailored to the learning opportunities presented by the Hudson River and Valley.

Technology: A variety of technology - computers, interactive white boards, digital cameras, etc. - will be incorporated into the instructional day as tools to facilitate learning. Technology will be used for instruction, intervention, and enrichment. HRCS will develop a technology plan that delineates the skills students will learn (keyboarding, on-line research, proficiency with Microsoft Word, PowerPoint, Publisher, Excel, etc.). As children mature and grow in their sophistication of STEM content, they will be involved in advanced applications of technology, such as using probes for science experiments and solving problems with robotics.

¹⁵ Riverkeeper, Waterkeeper Alliance, Beczak, Pace University, New York Harbor School, among others.

¹⁶ FOSS is Full Option Science System. <http://www.fossweb.com/>

¹⁷ EDC is Education Development Center. <http://cse.edc.org/>

¹⁸ "Closing the STEM Gap." <http://www.forbes.com/2009/12/21/college-stem-education-leadership-thought-leaders-cooper.html>

Sample HRCS Science Topics with STEM Integration, Grades K and 2

<u>Kindergarten</u>	Senses	Water (exploration, properties)	Natural Environment (plants, animals)	Materials and Structures	Weather (observations, conditions)
Possible Programs and Resources		Exploring Water with Young Children (EDC) (Environmental engineering)	Animals Two by Two (Foss); Discovering Nature with Young Children (EDC)	Exploring Structures with Young Children (EDC); Wood and Paper (FOSS) (Civil and materials engineering)	
STEM Integration	<p>A year end challenge, in the form of a question, will be posed to children for exploration. With teacher scaffolding, students will build upon their understandings of science, math, and engineering to address the challenge. The results will be shared in a school wide event. Performance will be judged against a developmentally-appropriate, grade-level rubric.</p> <p>An example of a kindergarten STEM experience might use background knowledge gained by the study of water, the environment, and weather. Students might ponder "What would happen to the watershed if it rained hard all night?" (Kindergartners could make a model in the sand table and simulate rainy conditions. While exploring they could pose questions and experiment with different variables and form opinions about desirable watershed characteristics. The results could be recorded in their science journals in drawings, words, and photos.)</p>				
<u>Second Grade</u>	River Life	Balance, Motion, Force	Plants/Insects	Geology	Weather
Possible Programs and Resources		Balance and Motion (FOSS); To Get to the Other Side: Designing Bridges (Engineering is Elementary)	Insects and Plants (FOSS); The Best of Bugs: Designing Hand Pollinators (Engineering is Elementary)	Pebbles, Sand and Silt (FOSS)	Air and Weather (FOSS); Catching the Wind: Designing Windmills (Engineering is Elementary)
STEM Integration		Build a bridge (Civil engineering)	Make a pollinator (Agricultural engineering)	Make bricks (Materials engineering)	Design and construct instruments for a weather station (Mechanical engineering)
<p>A year end challenge will build upon students' competencies in science, math, and engineering. They will share their work in a school wide event. Performance will be judged against a rubric. Examples of second-grade year end challenges might include:</p> <ul style="list-style-type: none"> - The aging foot bridge over the stream is no longer safe. As a budding engineer, the city wants your advice on what to do. Prepare a plan with a model for a presentation to the city officials. - The City of Yonkers is ready to build a pier down at the river that will be inviting to commerce, industry, and education. What advice can you give them? You will present your ideas, complete with a model, to the city officials. (Note: students could identify "green" construction materials and methods and novel engineering solutions; they could study the effects of environmental weathering and conditioning on natural and human-engineered structures; write design standards and draw plans; and model use and development.) 					

Leadership

The educational program's fidelity of implementation will be the responsibility of the school director, who also will guide the teacher mentor and educational consultants who work with teachers.

At the beginning of the school year each teacher will, in consultation with the school director, set personal instructional and achievement goals that relate to student outcomes. The school director and teacher mentor will guide teachers in becoming analytical and reflective about their practice as teachers develop and implement an action plan to meet the goals. The goals and action plan will serve as the basis of an individual annual professional performance plan. Progress on this plan will be reviewed with the school director at midyear and the end of the school year.

The school director and teacher mentor will assist teachers and informally assess instructional needs with frequent, if not daily, class visitations. They will offer face-to-face feedback that includes emotional support, instructional guidance, and insight into students. They will constantly pose the question, "Are students learning what's being taught?" Acting as "another set of eyes," the school director and teacher mentor will be in a position to see things that the teachers cannot.

Additionally, the open door policy of the administration will serve as an invitation to teachers to drop in to discuss teaching, learning, and student issues. The administrators' guidance and openness in assisting the instructional staff and "meeting them where they are" models the way teachers will be engaging with students.

At the conclusion of the first school year, gains in student achievement and feedback from the school community (board of trustees, staff, parents, teachers, and children) will be used to organize professional development activities for the following year. At this time, a professional development committee will also be created to assist in designing these future professional development activities.

Professional Development

HRCS will be a learning community for adults as well as children. The teachers will be viewed as both learners and decision makers as they strive to improve their professionalism. The shared school vision will underscore the staff's commitment to students' learning and to seeking methods that address children's needs.

Professional development, totaling at least 180 hours per year,¹⁹ is embedded in the HRCS culture. The goal of the professional development program is to enable teachers to:

- Understand and adopt the HRCS program, with attention to specific curricula and pedagogy;
- Learn to use data to inform instruction;
- Hone teaching skills and improve instructional techniques;

¹⁹ Summer Academy, 90 hours; Weekly Study, 60 hours; Year-End Academy, 20 hours; Staff Development Days, 13 hours

- Understand the NYS Common Core Learning Standards through a process of analyzing, designing, teaching, and revising curriculum;
- Foster collegial relationships with fellow teachers; and
- Develop an adult learning community.

The teachers at HRCS will engage in numerous professional development sessions, commencing with a three-week Summer Academy where staff will participate in an extensive, unique course of activities (see table below) designed to impart a deep understanding of the HRCS mission, culture, and instructional programs and practices.

Professional development also will occur throughout the school year, most notably in Weekly Study, held once a week on the day when school ends one hour earlier than normal. This school practice will provide teachers 1.5 hours weekly or 60 hours during the school year for exploration of various topics (analyzing test data, writing lesson plans, collaboratively looking at student work, etc.). Weekly Study will be tied to bi-weekly staff meetings with the administrators that will introduce/expand upon the theme of the teachers’ work during Weekly Study.

<i>HRCS Summer Academy Topics</i>
Orientation - Get-to-know-your-colleagues - School mission, values and culture - Tour of facilities and neighborhood - Resources of the Hudson River and Valley, including field trip
The SES, ELL, SPED population - Identifying students - Home/school connection - Teaching strategies
Science and STEM - Introduction - Curriculum overview - Grade specific work
Social Emotional Learning
Mathematics (specific to commercial program)
Balanced Literacy (including reading and writing)
Interdisciplinary Learning using Environment as Integrating Context (EIC) for Social Studies
Using data to inform instruction
Planning time with colleagues

Professional development from Summer Academy and Weekly Study will be augmented by ongoing support from the school/education director, the teacher mentor, at times educational consultants, and from fellow teachers. The instructional schedule will provide grade level teachers 80 daily, common minutes without children. This time, which includes a 30-minute lunch and a 50-minute planning period, will allow teams the opportunity to meet on a regular basis, probably several times a week, for the purpose of, among other things, joint lesson planning, problem solving, and reflection. For example:

- Teachers can use the common planning time to collaborate with their peers, discuss individual Student Success Plans, review student work as feedback on instruction, and engage in dialogue centered on a topic and/or professional book.
- Voluntary Chat and Chew professional book clubs (books selected from staff suggestions) can occur during this time.

In addition to these mid-day opportunities, teachers will be encouraged to visit each other’s classrooms. These peer observations, without administrators present, will provide opportunities for teachers to reflect on their craft and take advantage of their colleagues’ expertise. Also, an additional 13 hours (available because the Yonkers School District calendar schedules two days for staff training) will be used for professional development.

Activities will be determined based upon need, but could include vertical grade teacher meetings to explore the school program and its fidelity of implementation.

Year End Academy, held for three days following the end of school, will focus on instructional practices, programs, and student achievement. Feedback from the school community (board of trustees, parents, staff, and children) will be used to organize professional development activities for the following year.

Sharing Best Practices (*another form of professional development*)

In addition to the information in the Prospectus (page 14) on the sharing of best practices, HRCS will provide professional development support and experiences for interested outside individuals and groups who want to learn more about HRCS and its practices. For example, STEM curriculum and instruction in the primary grades or HRCS' implementation of data-driven instruction may be potential topics of interest to fellow educators.

HRCS will investigate the following specific ways to share with fellow educators:

- Host educator visitation days to provide a look into the philosophy and practices of a STEM school;
- Design custom workshops at the request of educators who want to focus in depth on a specific HRCS practice;
- Arrange custom visits, which provide individuals or groups a chance to participate in tailor-made programs focused on particular questions;
- Offer a future-teachers workshop that showcases HRCS practices;
- Sponsor a future teacher-in-residency opportunity; and
- Partner with another school by establishing a formal relationship that would involve planning and implementing common strategies.

B. School Calendar and Schedule

In order that bus transportation is available to parents at no cost, HRCS will follow the instructional calendar of the Yonkers Public School District. The 2012-13 calendar has not yet been set, although it is expected to be similar to the current calendar, which includes 182 instructional days (after snow days). The HRCS teachers' calendar will include three weeks of summer professional development and three additional days of professional development at the end of the school year.

The HRCS school day is eight hours long. HRCS will be open at 7:30 AM for early arrivals and those desiring breakfast. The official start of school is 8 AM, with instruction beginning at 8:10. School ends at 4 PM, except for those invited to Extended Learning Time (ELT). One day a week, the children will be dismissed at 3 PM, and weekly professional development for staff will be held from 3:15-4:45 for staff.

Sample Hudson River Charter School Schedule

Four Days Per Week			Early Release Day	
Time	Kindergarten	Second Grade	Time	All Grades
7:30	Optional breakfast	Optional breakfast	7:30	Optional breakfast
7:40	Buses begin to arrive; free choice of learning centers	Buses begin to arrive; free choice of learning centers	7:40	Buses begin to arrive; free choice of learning centers
8:00	Official start of school; attendance	Official start of school; attendance	8:00	Official start of school; attendance
8:10	Class meeting (character and citizenship education)	Class meeting (character and citizenship education)	8:10	Class meeting (character and citizenship education)
8:40	English Language Arts (with social studies integrated) 20-minute snack and recess (time at teacher's discretion)	English Language Arts (with social studies integrated) 20-minute snack and recess (time at teacher's discretion)	8:40	English Language Arts (with social studies integrated) 20-minute snack and recess (time at teacher's discretion)
11:00	Mathematics	Mathematics	11:00	Mathematics
12:20	Lunch	Recess	12:20	Lunch and recess
12:40	Recess	Lunch	12:40	
1:00	Special (art, music, etc.)	Special (art, music, etc.)	1:00	Special (art, music, etc.)
1:45	Science/STEM	Science/STEM	1:45	Science/STEM
3:20	Writing	Writing	2:45	Preparation for dismissal
3:50	Preparation for dismissal	Preparation for dismissal	3:00	Dismissal
4:00	Dismissal Extended Learning Time (by invitation)	Dismissal Extended Learning Time (by invitation)	3:15	Staff development
4:45	ELT ends	ELT ends	4:45	School ends

This school instructional schedule (shown above and in Attachment 3) purposely schedules the major subjects at the same time across grades to allow for flexibility of instructional grouping across grade levels. For example, a first grader ready for more advanced instruction in math or literacy can move to another class/grade for lessons. This fluid grouping of students for math and literacy is a hallmark of the school’s program, and can serve children who need reinforcement or advancement. Additionally, it is anticipated that within each classroom there will be at least two different levels of instruction taking place under the guidance of the teaching staff.

HRCS Instruction Time

Subject	Daily Instruction (in minutes)	Weekly Instruction (in hours)
Character/citizenship	30	2.50
English language arts (with social studies integrated)	150 (4 days) 120 (1 day)*	12.00
Mathematics	80	6.67
Science/STEM	95 (4 days) 60 (1 day)*	7.33
Special activities (art, music, fitness)	45	3.75
Total instruction	5.58 hours one day/week 6.67 hours four days/week	32.25

*Due to early release one day a week for professional staff activities.

HRCS will open with kindergarten through first graders and add one grade each year until it reaches full enrollment of 506 students in grades K-6. This gradual growth plan will allow HRCS to build a culture of high expectations in students, parents, and the community; enable the school to establish its reputation in Yonkers; and afford the school the opportunity to adjust its organizational structure, operating systems, and curriculum as necessary.

HRCS Student Enrollment Plan

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	69	69	69	69	69	69
T*	23	23	23	23	23	23
1	69	69	69	69	69	69
2		69	69	69	69	69
3			69	69	69	69
4				69	69	69
5					69	69
6						69
Total	161	230	299	368	437	506

**K to first transition class with a focus on multi-sensory ELA instruction.*

Class size will be approximately 23 students per grade. HRCS estimates 8% annual student attrition, which is similar to that of the Charter School of Educational Excellence in Yonkers. Student attrition will allow HRCS to offer admission spots to a few new students each year and to maintain enrollment at full capacity.

HRCS enrollment projections are realistic. The student population of Yonkers exceeds 26,000 students and is projected to grow to 31,000 students over the next five years.²⁰ When at full enrollment, the 506 HRCS students will represent approximately 1.5% of the Yonkers student population. Additionally, HRCS community outreach, to date, has indicated a strong parental demand for an alternative school choice (documented by approximately 200 signatures of parents of potential school age children). Additionally, numerous community leaders – political, social, religious, and business – have written letters of support for HRCS.²¹

Student Population

The socio-cultural characteristics of the Yonkers school population are:

- 25% Black, 24% White & Other, and 51% Hispanic
- 73% are eligible to receive free or reduced price lunch
- 16% are English Language Learners
- 16% receive Special Education service

²⁰ Conversation with Yonkers Public Schools Superintendent of School, Bernard Pierorazio, on January 20, 2011.

²¹ Parent petitions and community letters of support will be submitted electronically during the public comment time of the chartering process.

HRCS will educate its target population through the synergy of the key elements (see page 1 of application) of the HRCS model; namely mission and vision, school culture, leadership, teachers, educational program and progress-monitoring based on data. Each element is designed to increase student achievement. Additionally, the lead applicants are former school administrators with experience in special education and NY City student populations. They bring to the educational design of HRCS a profound belief that all children can succeed in the academic arena, if provided the right mix of educational culture, teachers, and programs.

Mission and Vision: The mission and vision of HRCS specify that the school is committed to educating children of various learning profiles and cultural backgrounds. They will be posted in the school and be at the core of every interaction with children and every decision made for the school.

Teachers: HRCS teachers will have knowledge/experience with SES populations and believe deeply that all children can learn. HRCS teachers will be able to reflect on and adjust their instructional practices to further individual student achievement.

Program: The emphasis on social emotional learning and the individual attention that comes from differentiated instruction are key features to the inclusion classrooms at HRCS. The inclusive classroom model enables every child to have access to the school curriculum. Summer professional development will be devoted to special student populations and strategies that work. Classroom supports designed in collaboration with the special educator and ESL teacher will be implemented, and students will have the opportunity for extra assistance during the Extended Learning Time (ELT). This period adds to the collaborative education model of the school and recognizes that children learn at varying rates.

Additionally, the Environment as an Integrating Context (EIC) methodology has been shown to positively impact student motivation and engagement, and the benefits of STEM education in engaging students and creating interest in future studies/professions have been cited often. Literacy programs, such as Preventing Academic Failure and Empowering Writers, are also highly effective programs that result in student achievement.

Hudson River Charter School will run on a master schedule that includes uninterrupted blocks of time designed to maximize learning.

Family Relationships: HRCS parents and families are encouraged to be partners in their child's education. The faculty, staff, and administration will promote a parent/family-friendly atmosphere in an effort to foster good relationships and make family involvement the norm. It will be common practice for teachers to contact parents for *good* reasons, to share specific examples of their child achieving and developing positive dispositions as a student. In addition to the regularly scheduled parent/teacher conferences twice a year, parents are welcomed to request a teacher meeting at any time.

Conversely, teachers will phone or send notes and samples of student work home to parents apprising them of their child's progress.

HRCS will sponsor a series of events on issues of concern and interest to parents, as indicated in their surveys, such as how to sustain reading achievement during vacation times. These events may take the form of lectures, presentations, demonstrations, etc. They will be held at a time convenient for families.

The goal is to establish a trusting relationship so HRCS and parents can work together to achieve the best for their child.

The Combination: The key elements of the HRCS educational model are designed to spark student learning at high levels for all children, including those who might traditionally be thought of as "at risk."

D. Assessment

HRCS students will take all NY State assessments at the appropriate time. Additionally, the school assessments delineated in the Prospectus (page 12-13) will be included in the school assessment calendar. Performance on all assessments will assist teachers in monitoring student learning, identifying areas of concern, and analyzing curriculum and instructional practices.

Teachers and administrators will be responsible for interpreting and analyzing assessment data. To be certain that there is a shared understanding of data-driven instruction, the topic will be explored in Summer Academy with all instructional staff. At this time, HRCS educators will develop a baseline of assessment knowledge – using common data and assessment vocabulary; setting goals; understanding the school assessment calendar; establishing optimal testing conditions conducive to maximizing student performance; etc. Educational literature and case studies²² will assist teachers in understanding the role data plays in school improvement.

So that teachers can internalize how data will be a powerful tool, in Summer Academy they will personally experience taking a NY State assessment, such as grade 5 mathematics, and then, as a group, record the data on large wall charts (thus creating a data wall) in an effort to learn to collect, organize, and analyze data for patterns. In this mock exercise, teachers will know the school achievement goals and use the data to identify students who have surpassed the goal (exceeds), met the goal (proficient), are near the goal (approaching), or are far from the goal (below grade level). Strategies to move children to higher levels, specially the "bubble children" on the cusp of one level will be discussed, as well as the other questions that arise from the data (for example, regarding program effectiveness, time on concept, supplemental learning materials, addressing learning modalities, pacing, etc.).

²² Examples include "How Data Can Help," published in American School Board Journal, 11/2001; "Creating Data-Driven Schools," published in Education Leadership, 2/2000; "SMART Goals Connect a School," published in Education Leadership, 3, 2003.

The school assessment calendar will be issued to each teacher at the start of the school year, which will include the standardized tests (see Prospectus, page 12) and formative assessments (to be determined, such as past NY State tests). Required writing and STEM experiences for each child by grade, called HRCS Assured Experiences, will be part of the HRCS education program. For example, writing (a narrative piece, a poem that invokes a sensory experience, etc.) and capstone STEM projects that connect past learning to a new problem will be assessed by both teachers and children against a rubric. Teachers will work collaboratively across grade levels to establish the Assured Experiences and the corresponding rubrics.

In order to reinforce the school belief that data plays a key role in student achievement, assessment data will be posted on data walls (in the school director's office, in the faculty room, etc.) as a constant reminder of the important role data plays in instruction and student achievement. This data-driven culture will grow over the first year as the staff gains proficiency with its use and comprehends its power to influence instruction. Teachers and administration will work together and at the appropriate time (perhaps year two) to form a data team.

Assessment data will also be used by the school director and school board to evaluate HRCS student achievement, the merits of its academic program and staff, and to make decisions on curriculum, instruction, programming, professional development, facility, and budget. HRCS will, if deemed appropriate, hire a consultant to analyze school data over time. The consultant will conduct a longitudinal assessment of different cohorts of students, providing another view of the school's past performance and opportunities to improve.

At the Year End Academy, held for three days following the end of school, the educational staff will use data to determine the effectiveness of instructional practices, programs, and other variables on student achievement. They will determine which standards need more teaching time and what changes need to be made in curriculum and teaching strategies. Teachers will also focus on qualitative influences on student performance (home life of students, medical issues, peer relationships, etc.) and how the negative influences can be mitigated.

Assessment data will be shared with the Board of Trustees, staff, and parents. HRCS fully recognizes its obligation to meet all NY State standards and assessments and to demonstrate student achievement results that meet or exceed NY State performance standards. HRCS will comply with all applicable NY State requirements. If HRCS does not meet or exceed NY State performance standards then it will be subject to increased monitoring and oversight by its authorizer and risk having its charter evoked.

E. School Climate and Discipline

The primary emphasis of the Hudson River Charter School, as stated in its mission and vision statements, is for students to reach high levels of academic scholarship and create life-long dispositions for critical thinking and problem solving. At the core of HRCS is a

belief that each child is unique and has the potential for making positive contributions in life.

HRCS recognizes that a foundation for success requires self-discipline, a sense of responsibility, a positive self-image, and respect for others and the environment. To foster the development of these characteristics, Social and Emotional Learning (SEL) will be part of every day. Staff will be trained in SEL and parents will learn about the program in a school-sponsored workshop. Social-emotional components will be part of the each student's individual Student Success Plan, and progress in developing the classroom and school culture will be part of each staff member's review. School meetings will be devoted to the social-emotional dimension of student learning, and staff and parents will be involved in sanctioning the school's code of conduct (see below).

Parent involvement is essential in developing a common philosophy of behavior and discipline. HRCS believes that the home and school must work together to ensure that the code of conduct permeates all interactions, not just those that occur at school. The entire school staff, with experienced community leaders (see footnote 4 on page 4 of Application) will assist in this effort.

The Board of Trustees will develop and vote on a school Code of Conduct. They will also establish standards for student rights and responsibilities, and for behavioral expectations for students, teachers, administrators and parents.

The HRCS Code of Conduct will be posted in the school lobby and in every classroom. It will be a part of the student/parent handbook (both English and Spanish versions) and on the school web site. Each year teachers will introduce (or reintroduce for the older children) the code of conduct and, in an age-appropriate way, orchestrate student discussions on the meaning of each commitment in the code of conduct. Staff will use real-life examples of each behavior, read aloud pertinent literature, and organize role plays to support the development of appropriate student behavior. When difficult behavioral situations occur, the school adults will help students refer to the code of conduct. Additionally, at the information meetings for parents of admitted students, the code of conduct will be introduced and discussed.

Hudson River Charter School Code of Conduct

These commitments are essential to a successful school career and purposeful life.

- Treat all members of the school community with courtesy and respect.
- Behave in a manner that promotes the safety of themselves and others.
- Honor and support all people, including those who are different from themselves.
- Follow all school procedures.
- Respect all property.
- Work hard and do their best.

SAMPLE

In order to educate students in a school environment that honors the HRCS Code of Conduct, the school will inform stakeholders of the basic rights and responsibilities, as listed below, which will guide all personal interactions.

SAMPLE: HRCS Student Rights and Responsibilities

Rights	Responsibilities
An emotionally and physically safe environment	Act in an emotionally and physically safe manner
An education without negative interference from others	Avoid negative interference with the education of others
Treatment from others that is courteous, respectful, and cooperative	Act toward others in a courteous, respectful, and cooperative manner

In order to promote the school culture based on the code of conduct, teachers and stakeholders will be subject to the expectations set by the school Board of Trustees. Sample expectations are shown below.

SAMPLE: HRCS Behavioral Expectations

Stakeholder	Expectation
Teachers	Involve students in formulating class rules that honor the school code of conduct
	Promote understanding of and adherence to class rules
	Respond to parent communications from home
	Ask for assistance from administration and parents to help students grow in positive behavior
Students	Attend school regularly, arrive on time, fulfill behavioral and academic responsibilities
	Participate in the development of class rules
	Understand and obey the class rules and live by the school code of conduct
	Follow the directions of the school staff
Parents	Send children to school regularly, on time, and prepared to be a student
	Support the school code of conduct and class rules and help children understand them
	Instill in children a sense of respectful and courteous behavior
	Respond to school communications
	Attend parent/teacher conferences and school events
	Cooperate with staff in solving student discipline issues
Administration	Make policies clear to staff, parents, and students
	Support staff and parents in solving student discipline issues

Intervention Plan: HRCS recognizes that the development of exemplary behavior, as called for in the school’s code of conduct, might, at times, be characterized by thorny

issues. Our inherent belief in the goodness of children, who may on occasion exercise poor judgment or act in inappropriate ways for whatever reason, nonetheless calls for disciplinary options such as warnings, parent-teacher communications, written assignments, discipline referrals to the school director, counseling referrals, detentions, and even suspensions and expulsions. To make matters as clear as possible, HRCS will have a written intervention plan that outlines how such matters will be handled. The intervention will be matched to the developmental level of the child. Every effort will be made to determine if the behavior was poor judgment, malicious, or caused by a factor not within the child's control.

Alternative Instruction: In the event of suspension or expulsion, alternative instruction will be provided within one school day of the suspension or expulsion. In addition to instruction, all assignments will be provided for the duration of the child's enforced absence from school. If the child is expelled, it will last for a reasonable period of time so that the student can enroll in another school. Arrangements will be made by the school and family on a case-by-case basis.

Due Process: Parents and students have due process rights with regard to suspensions and expulsions. All suspensions and expulsions will be documented in writing, including student name, description of incident, and disciplinary action taken. Parents will be given written notice of suspensions or expulsions which spells out the student's violations and the suspension or expulsion process. In the case of expulsions, a hearing with the school director will be held as soon as can be practically scheduled. The parent/guardian, student, and a representative (if the parent/guardian so chooses) may be present. Parents will be notified in writing of the final determination of the verdict.

Record Keeping and Transfer: HRCS will keep records on suspensions and expulsions. As charter schools are subject to the federal Family Education Rights and Privacy Act of 1975 (FERPA), which requires a school to protect a student's privacy, HRCS will not disclose any personally identifying information from the student's permanent records, except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the school director. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

Students with Disabilities: Children with disabilities are welcomed and will be a part of the HRCS community. It is expected that all HRCS students, including those who have been classified by the local Committee on Special Education (CSE), honor the HRCS code of conduct, understand his/her rights and responsibilities as a student, and be held to the behavioral expectations of the school. However, when a student with a disability repeatedly violates school behavioral expectations, the child will be referred to his/her local CSE to determine whether the inappropriate conduct is related to the disability (manifestation determinations) and whether a change in services or placement is appropriate. When the conduct is related to the disability, students with disabilities will be treated in accordance with their individual educational needs.

II. ORGANIZATIONAL PLAN

A. Governing Body

In accordance with the NY State charter law, the HRCS (“School”) Board of Trustees will have final authority for school policy and operational decisions. The Board will have between five and fifteen trustees, which include the School Director as a voting member of the Board. The Board will set the overall direction of the school and has authority to delegate decision-making responsibility to employees of the school. The full Board of Trustees will hold monthly meetings and one board training program annually.

By the end of the planning year, the Board will have developed an effective and efficient committee structure based on the key operations and needs of the school. Committees, which will include, but are not limited to, governance, finance and operations, and education, will make recommendations to the full Board of Trustees. The Board also will have the authority to form ad hoc committees or task teams to study specific issues or oversee projects.

Responsibilities

Mission

- Support, uphold, promote, and periodically review the mission of the School

Conduct

- Act in an ethical, legal, collaborative, and transparent manner in all School affairs
- Prepare for, attend, and participate in regularly scheduled board meetings as required by law
- Participate in a yearly board training program
- Review and vote on committee and School Director recommendations
- Actively participate in strategic planning for the School
- Act as a resource to the School Director for guidance, support, and advice
- Chair and/or serve on a Board committee
- Attend/sponsor fundraising events and school events when appropriate
- Inform the Board of any potential conflicts of interest and abide by the decision of the Board related to the situation

Education

- Ensure that the School operates in an educationally sound manner that results in the School meeting its achievement goals
- Oversee and verify that the School’s accountability reports are accurate
- Attend authorizer visits as required

Advocacy

- Cultivate positive community relations
- Advocate on the part of the School to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships
- Provide support for fundraising, marketing, and other services as the need arises

Membership: The membership of the Board of Trustees is as follows:

- The Chairperson of the Board of Trustees
- Vice chairman, who will fill in for the Chair in his/her absence
- Committee chairs
- Treasurer, who also serves as the Chair of the Finance committee
- Trustees with diverse expertise, knowledge, skills, experience that are necessary to run the School
- The School Director, who is responsible for communicating with the Board on educational programming, student achievement, School operations, School finances, and School affairs;

Chairperson responsibilities include:

- Preside over all Board meetings
- Ensure that the School abides by its by-laws and established policies
- Communicate regularly and maintain a supportive relationship with the School Director
- Prepare agendas for all meetings of the Board in collaboration with the School Director
- Ensure that the Board has the information it needs to make decisions
- Represent the School to the public
- Train and prepare the Chair-elect for the responsibilities of Chairperson

Committees: Responsibilities of the committees will include, but are not limited to:

Governance

- Ensure adherence to terms and conditions of school charter
- Ensure compliance with applicable NYS and federal laws and regulations
- Ensure consistent application of the by-laws and periodically review them
- Establish, maintain, and periodically review policies of the School
- Develop on-going training/development plan for Board of Trustees
- Conduct and report on annual board self-evaluation and develop plan to implement recommendations
- Recruit board members and orient new members to the Board of Trustees
- Review and make recommendations on complaints and alleged violations of laws
- Review and make recommendations on conflict of interest issues

Finance and Operations

- Develop and oversee a financial model for the School to function in a fiscally responsible and solvent manner, with attention to appropriate financial controls
- Review and present quarterly financial reports and annual budget
- Oversee the School audit
- Oversee facility planning, management, upkeep, and risk assessment
- Approve and monitor the School's data system that captures student performance measures, student and family information, and staff information (including fingerprint clearance and credentials)
- Develop and monitor admission policy and practices
- Ensure that the School has adequate resources
- Approve fundraising plan, which includes setting goals and targets, identifying and cultivating funding sources, and conceptualizing fundraising events

Education

- Review and assist with development of School Director's annual goals
- Analyze effectiveness of the School's curriculum against student performance goals
- Monitor the School's performance on assessments used to measure student academic progress
- Monitor compliance with IDEA and other legal requirements connected with special education
- Monitor student discipline

B. Founding Group Composition

Most members of the HRCS planning board will serve as the founding board. These members have banded together around shared values and their belief in the power of charter schools to reach new heights in teaching and learning. Brief bios for each member are described on the next page.

HRCS is committed to the recruitment and development of new board members who believe in the mission of the school. Such individuals will possess skills, knowledge, and expertise that will help the Board carry out its responsibilities. HRCS seeks a diverse Board that represents the community. It will look to add a Yonkers community leader, an HRCS teacher, and a Yonkers parent of an HRCS student to the board.

The basic qualifications of each Trustee are:

- Demonstrate a wholehearted commitment to the school and the improvement of public education;
- Share a belief that all children, regardless of gender, race, family background, sexual orientation or socio-economic circumstances, can achieve academic and personal excellence;
- Be able to execute governance responsibilities with integrity and conviction;
- Be willing and available for constructive engagement;
- Serve as a resource to other Trustees and to the school's leadership and staff;
- Be willing to volunteer for individual assignments on behalf of and by the Board, including service on committees and fund raising endeavors; and
- Be at least 18 years of age.

Notice of board meetings will be provided to the School community by e-mail or written notices. A calendar of all scheduled Board meetings will be delivered to the news media and conspicuously posted at the School and on the School's website, in English and Spanish, as soon as it becomes available. Additionally, the School will provide notice to the news media and to the School community by email and by conspicuously posting notice in the school of Board meetings not on its annual schedule.

HRCS Board Members

	<p>Gail Osterman, the lead applicant, inspired the creation of HRCS based on how children learn and her love of science. She is a retired Westchester elementary principal and former education supervisor of a special education school in New York City. She holds a graduate degree from Cornell University in science and two masters' degrees in education (teaching and administration). It is anticipated that she will serve on the Board and as the school director.</p>
	<p>Ramesh Shah, retired CEO, provides leadership to HRCS along with his business expertise and financial guidance. He formerly was responsible for corporate strategy and oversaw business development. He is an active board member for a large not-for-profit organization in NYC, serving as the head of its finance committee. Ramesh is a logical candidate to assume the position of Chairman of the Board of Trustees. He is a long-term resident of Westchester County.</p>
	<p>Marge White is a former special education teacher and administrator who has worked in New York City and Long Island. Her prior experience as a college liaison between faculty and students has equipped her with the skills and expertise to work with community members and parents. It is anticipated that she will act as a special education and community relations advisor in her board capacity and perhaps as a future employee. Her family lives in the Yonkers School District.</p>
	<p>Dr. Charles J. DiComo, CCO of Yonkers-based Aureon Biosciences advocates for developing intellectual capital for the NY BioHud Valley. His professional experience makes him deeply passionate about the education of Yonkers students. As a compliance officer, he is keenly aware of the need for data to inform and for oversight. He will serve as school liaison to the business and science community, in addition to applying his business start-up knowledge to the charter school start-up process.</p>
	<p>Gayle Cratty is a community relations and development specialist for a Yonkers-based non-profit organization. She is the founder of the highly acclaimed and successful Heartsong, a non-profit organization providing music and art therapies to disabled children. She brings her knowledge of the Yonkers community, the fundraising field, and special needs children to the HRCS board, where she will serve as a founding member. She lives in the Yonkers School District, which her grown children attended.</p>

	<p>James Hahn, CEO of Hahn Engineering, is a former resident of Yonkers. He has designed private and municipal projects in Yonkers as a civil and environmental engineer and is passionate about STEM education. He provides facility and site expertise to HRCS and brings his experience with public agencies, public financing, and state and federal grants to the board as a founding member.</p>
	<p>Dr. Alice Siegel, Associate Professor of Education at the College of New Rochelle, provides curriculum and instruction expertise to HRCS. Her assistance to Charter School for Educational Excellence in Yonkers culminated in the school receiving a NYS Exemplary Award for Reading. She will, as a board member, seek to form a consortium of the Westchester charter schools to engage in collegial sharing and problem-solving.</p>
	<p>Rudyard Whyte, attorney at law with the Cochran Firm, specializes in sophisticated and complex litigation. He is a proponent of strong leadership, clear vision of purpose and attainable goals. As a passionate advocate for education for all children, and especially the underserved, he will provide legal guidance and oversight to HRCS in his capacity of board member. He is a long time resident of Westchester.</p>
	<p>Marc Rosner, who grew up in Yonkers, will join the board. He is a tenured public school science educator and author. In a consulting capacity, he served as the founding director of Scientific American Outreach, and as an editor and advisory board member to NSTA's <u>The Science Teacher</u>. As an HRCS board member, he advocates for a vibrant and modern STEM curriculum to prepare today's students for success in middle and high school and the employment arena of the future.</p>
	<p>Jeff Epes, a university science major whose memories and understanding of elementary school allow him, as a board member, to speak on behalf of all students. He looks forward to examining the issues from a student's point of view and bringing that view to the board's discussion and decision making. His understanding of out-of-the-box thinking and the creative process will serve him well as a board member. He has lived in a neighboring town to Yonkers all this life.</p>

<p>Photo not available.</p>	<p>Pastor Ezequiel Herrera, the spiritual leader to the congregations of Good Shepherd and South Presbyterian Churches in Yonkers, serves as a community liaison for the southwest community of Yonkers and city officials. His strong interest in education led him to develop a youth ministry and provide educational opportunities to keep local youth from joining gangs and partaking in school violence. As a board member he will bring an understanding of the target populations of HRCS.</p>
	<p>Pamela Pinto-Sessions, of Riverkeeper, brings an environmental ethic and parent perspective from her former association with a Colorado charter school. As the parent, she understands the magic and excitement that early science education brings to children and the benefits it has for their future. She will serve as a friend of and advisor to the board.</p>
	<p>Murray Fisher, founder of the New York Harbor School and newly formed New York Harbor Foundation shares his school start-up wisdom and passion for stellar science education. He is actively involved with local community agencies such as Waterkeeper Alliance, Hudson Riverkeeper and Wildlife Conservation Society. He will serve as a friend of and advisor to the board.</p>

C. Management and Operation

The Board of Trustees oversees the school and is responsible for meeting the terms and conditions of the school charter. It upholds the school mission and vision; hires the School Director; ensures that resources are available to meet the mission; and monitors the school programs and finances.

The School Director reports to the Board. He/she is responsible for the overall operation of the school; the administration and supervision of the academic program; and upholding the mission of the school. The School Director is the public face of the school and establishes healthy community relations that enhance the image of the school and make the school a valuable member of the education community. The School Director works closely with the Board in fulfilling the terms and conditions of the charter. During the initial charter period, it is imperative that the School Director establish a school culture that will live on in the future, beyond the tenure of the first School Director.

The School Director is assisted by the Business Manager and Operations/Community Director. The Special Education Director and Teacher Mentor also work with the School Director to implement the education program and insure its fidelity.

An organizational chart for the first year with students is shown in Attachment 10. More positions will be added as both the number of students, revenue, and needs of the school increase. Descriptions of the positions are shown in Attachment 11.

D. Staffing and Human Resources

The staffing plans outlined in the table on the next page support the needs of the school during its initial charter period in a financially responsible way. The structure of the school during its first year will take advantage of the administrators' and teachers' expertise and skills, to the benefit of the special populations. The anticipated school director has special education experience in an urban environment; the special education director, the special education and ESL teacher will work directly with teachers and students; and HRCS will seek to hire classroom teachers with urban experience. The teacher mentor will assess all teachers, in a non-judgmental manner, in honing their craft. Year two budget adds a part-time social worker. Each year thereafter includes additional staff to accommodate the anticipated increase in special populations.

“The quality of an education system can not exceed the quality of its teachers.”²³ Accordingly, the process of hiring teachers will be rigorous. It will start with a review of applicants' resumes, followed by phone interviews with selected candidates. Subsequent personal interviews will provide the interview committee with a greater sense of candidates' personalities and educational philosophies. A discussion on teaching students of low social-economic status (SES) and STEM education will ensue. A review of transcripts²⁴ will lead to an invitation to selected candidates to sit for a writing sample, take the fourth grade NY State science assessment, conduct a demonstration lesson, and meet with the school director to reflect on the lesson. Candidates who shine in this process will be invited to role play with the interview committee to ascertain if their approach matches the culture of HRCS. For candidates of promise, the process will conclude with reference checks, an offer to teach, and fingerprinting clearance. Crucial to the hiring of teachers will be the applicants' beliefs in the mission of the school; its culture, and educational practices; their experience with the HRCS student population; and their comfort and knowledge of science and STEM. Equally important are a strong work ethic and a willingness to learn.

HRCS, in addition to advertising its teaching positions, will take advantage of support it has received from four local colleges and universities. These institutions have also pledged their assistance in identifying strong teacher candidates. If necessary, in order to find teachers who will embrace STEM teaching, HRCS will look out-of-state for teachers.

The School Director has final decision-making authority in hiring teachers, and he/she will present the selected candidates to the Hudson River Charter School Board of

²³ “How the Best Performing School Systems Come Out on Top.” McKinsey and Company, 2007, page 19. http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

²⁴ The McKinsey report, cited above, reveals that the top performing systems they studied recruited their teachers from the top third of each cohort graduate from their school systems, saying that “...it is simply not possible for students to graduate (with the skills they need) unless their teachers have the knowledge and skills we want our children to have.” Page 19.

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Trustees so that they are aware of the teachers’ backgrounds and have an opportunity to get to know them.

HRCS will hire part time teachers for its special activity classes, which include fitness, art, and music. Additionally, the Extended Learning Time (ELT) will be staffed by part time teachers who will provide specialized tutoring for children in need of extra support. Education students from local colleges might assist in this program.

Hudson River Charter School Personnel

	Planning 2011-2012		Year 1 2012-2013		Year 2 2013-2014		Year 3 2014-2015		Year 4 2015-2016		Year 5 2016-2017	
Classes	0		7		10		13		16		19	
Student Enrollment	0		161		230		299		368		437	
	<i>FTE</i>	<i>Salary</i>	<i>FTE</i>	<i>Salary</i>	<i>FTE</i>	<i>Salary</i>	<i>FTE</i>	<i>Salary</i>	<i>FTE</i>	<i>Salary</i>	<i>FTE</i>	<i>Salary</i>
Executive Management												
School Director	1.0	140,000	1.0	140,000	1.0	140,000	1.0	140,000	1.0	140,000	1.0	140,000
Executive Assistant							1.0	65,000	1.0	65,000	1.0	65,000
Instructional Management												
Curriculum Specialist	0.0	-	0.0	-	1.0	85,000	1.0	85,000	1.0	85,000	1.0	85,000
Teacher Mentor	0.0	-	0.4	34,000	0.8	68,000	1.0	85,000	1.0	85,000	1.0	85,000
Information/Technology Specialist	0.0	-	0.0	-	0.0	-	1.0	77,000	1.0	77,000	1.0	77,000
Deans, Directors, & Coordinators												
SPED	0.3	36,000	0.3	36,000	0.5	60,000	0.5	60,000	1.0	120,000	1.0	120,000
Finance Management												
Finance Director	0.0	-	0.0	65,000	1.0	65,000	1.0	65,000	1.0	65,000	1.0	65,000
Operations Management												
Operations/Community Relations	0.7	84,000	0.7	84,000	1.0	120,000	1.0	120,000	1.0	120,000	1.0	120,000
Administrative Staff												
Office Manager	0.0	-	0.0	-	1.0	50,000	1.0	50,000	1.0	50,000	1.0	50,000
Secretary/Bookkeeper	0.3	7,500	1.0	24,000	1.0	24,000	1.0	30,000	1.0	30,000	1.0	30,000
Other Non-Instructional Personnel												
Custodian 1	0.0	-	1.0	50,000	1.0	50,000	1.0	50,000	1.0	50,000	1.0	50,000
Custodian 2	0.0	-	0.0	-	0.0	-	0.4	20,000	0.4	20,000	0.4	20,000
Nurse	0.0	-	0.0	-	0.4	15,000	0.4	15,000	0.4	15,000	0.4	15,000
Librarian									0.4	26,000	0.6	39,000
Classroom Teachers												
Teachers	0.0	-	7.0	539,000	10.0	770,000	13.0	1,001,000	16.0	1,232,000	19.0	1,463,000
SPED	0.0	-	0.5	38,500	0.8	61,600	1.0	77,000	2.0	154,000	2.5	192,500
ESL	0.0	-	0.5	38,500	0.8	61,600	1.0	38,500	1.0	38,500	1.0	38,500
Substitute Teachers	0.0	-		6,300		9,000	0.0	11,700	0.0	14,400	0.0	17,100
Full-Time Assistants (K and T1)	0.0	-	4.0	144,000	4.0	144,000	4.0	144,000	4.0	144,000	4.0	144,000
Part-Time Specialists	0.0	-	4.0	35,000	5.0	50,000	7.0	70,000	8.0	80,000	10.0	100,000
School Aide (Lunch, Office Help)	0.0	-	1.0	19,200	1.0	19,200	1.0	19,200	1.0	19,200	1.0	19,200
Social Worker	0.0	-	0.0	-	0.6	46,200	1.0	77,000	1.0	77,000	1.0	77,000
Part-Time ELT Teachers	0.0	-	3.0	30,000	3.0	30,000	3.0	30,000	4.0	40,000	4.0	40,000
Total Personnel	2.3	267,500	24.4	1,283,500	33.9	1,868,600	42.3	2,330,400	43.2	2,747,100	48.9	3,052,300

E. Student Recruitment, Enrollment, and Evidence of Demand

The socio-cultural characteristics of the Yonkers school population are:

- 25% Black, 24% White & Other, and 51% Hispanic
- 73% are eligible to receive free or reduced price lunch
- 16% are English Language Learners
- 16% receive Special Education service

The current student population exceeds 26,000 students and is projected to grow to 31,000 students over the next five years. (See Application page 13.) HRCS community outreach, to date, has indicated a strong parental demand for an alternative school choice (documented by approximately 200 signatures of parents of potential school age

children). Additionally, numerous community leaders – political, social, religious, and business – have written letters of support for HRCS.²⁵

In order to generate student applications, HRCS has developed a marketing plan aimed at creating interest in HRCS. Salient features of the plan include:

- Identifying, understanding, and reaching out to key parent groups (special needs preschoolers, English Language Learners, science-focused, seekers of an educational alternative, etc.);
- Introducing HRCS to the public (host information sessions; sponsor free child-friendly events; tap core parent supporters, etc.);
- Utilizing social media (establish a Facebook page, build a website, encourage connectivity via surveys, e-mail bulletins, etc.);
- Advertising and promoting (distribute brochures in target locations, participate in local events, purchase space in local publications, etc.); and
- Coordinating with the press (send press releases on key HRCS developments, coordinate editorial and advertising coverage, etc.)

Reaching the parents of the underserved children is challenging. To date, the board members of HRCS have worked with Yonkers religious leaders, the police community organizations, and social agencies such as the Salvation Army and WestHab. They have met with Westchester County Legislator Jose Alvarado, who represents District 17. (This district is home to substantial populations of children who are eligible for free and reduced lunch and who require ESL instruction.) HRCS will continue its efforts to generate interest in the school through community leaders and organizations that serve populations of low SES. HRCS has given presentations to their memberships and looks forward to continuing with this strategy. It will also reach out to parents at daycare centers, preschools, and establishments such as the laundromat and ethnic bakeries and restaurants.

In an effort to offer educational opportunities to the community's most needy students, HRCS will (to the extent possible in accordance with NY State law) give an admission preference of 20% to the children of Westchester County Legislative District 17. (See Prospectus, page 5.)

F. Community Involvement

HRCS will build on the strategies discussed above in Section E by becoming more involved in the communities of Yonkers. Our board membership will attend local meetings, talk to parents, and learn first-hand what they want and need for their children to succeed in school. HRCS has already learned through community outreach that parents desire a safe place for after school programs, especially one that is on-site saves parents time and energy. Parents also are looking for opportunities for their children to play outside, without the worry of guns, gangs, and overall crime. Food is a stated need and it follows that clothing could be also.

²⁵ Parent petitions and community letters of support will be submitted electronically during the public comment time of the chartering process.

In our discussions with local organizations, such as WestHab, HRCS has explored the idea of HRCS becoming a meeting place (during evenings and weekends), which can include the distribution of food, clothing, and materials. This relationship with local agencies will bring families into the school and make them more aware of the educational opportunities available to their children. With the school social worker's help and contacts in the Westchester community, HRCS can also assist in providing items that families need through the relationships it develops. For example, the Vintage Kids Consignment Shop will give HRCS clothing; The Voracious Reader Bookstore will create literacy programs for family participation; and local college students will volunteer as literacy coaches.

If HRCS can develop a relationship with parents and families, then they will be more inclined to enroll their children in HRCS. If HRCS can play a role in providing for the basic needs of children, then children will be more prepared to learn

To date, HRCS has garnered broad support from the Westchester community. For example, Lenoir Nature Preserve (slated to become next door neighbors to HRCS); Stone Barns (farm program); Clearwater (environmental and educational sloop); Riverkeeper (Hudson River protectors); Waterkeepers Alliance (water ecologists) are just some organizations that have pledged to work with HRCS. Four local colleges and Hudson Valley Economic Development Corporation (HVEDC) which advocates for the BioHud Valley are also supporters. Additionally, both the executive and legislative branches of Yonkers government have given us letters of support (which represents endorsement across party lines).

As a school, HRCS will continue to develop community relationships, add residents of Yonkers to our board, and initiate relationships with local businesses. The HRCS goal is to become a reputable entity in the Yonkers community and to be known as another great public school.

III. FINANCIAL PLAN

A1. Budget Narrative

The HRCS budget addresses the needs of a STEM education – qualified teachers, educational materials, and professional development – and the services that will enable children and parents of low socio-economic status to reach success. Budget assumptions are annotated on the budget spreadsheet.

Planning Year: In addition to the Charter School Program (CPS) funds, HRCS will seek alternative sources of funding. HRCS will apply for Charter School State Stimulus funds, investigate a bank line of credit,²⁶ identify grant opportunities, and launch its fundraising campaign. (Already HRCS has a commitment from a local resident with national recognition to host a fundraising event on behalf of HRCS.) The other revenue stream, contributions of \$10,000, is based on board contributions and conservative estimates of donations once the charter is granted.

²⁶ Discussions already have taken place with Hudson Valley Bank and meetings with other banks will be arranged in the future.

The salary for the School Director (FTE \$140,000) is the average building administrator salary for a school leader in Yonkers (the community in which HRCS will be located), although the HRCS school director will have broader responsibility than a building administrator. The salary for the combined position (or separate, part-time positions) of Special Education Director/ Operations and Community Relations is set at FTE \$120,000 annually, which is competitive for the region. The budget reflects an anticipated agreement to defer, if necessary, all or part of these salaries until such time that HRCS is more financially stable.²⁷

Office space for the planning year is donated space, hence not included in the budget. The health care package of benefits will begin in the first operational year. The greatest financial need during the planning year will be STEM curriculum development, which is budgeted at \$15,000.

Five Year Budget: The revenue projections for the first five years of the charter are conservative. All years are net-income positive, if CSP funds are available. If unavailable, HRCS will investigate alternative sources of financing, such as a bank line of credit, for year one. (Hudson Valley Bank, a local bank, is familiar with school financing and offers credit lines to charter schools.) In addition to the revenue projected, the HRCS board will continue to be aggressive in its fundraising in an effort to establish financial soundness. In year two and beyond, the budget is net income positive without the CSP funds. If necessary HRCS will access its line of credit to cover any cash flow issues that could arise from late payment of per pupil revenue.

The student revenue is based on the 2010-11 preliminary figure of \$14,520 per student with no increases projected due to the unpredictable economic climate. Each year's budget is based on full enrollment of 23 children per class because of the large potential applicant pool. However, 25 students per class will be admitted, on the advice of other charter schools, as budgetary protection from student attrition. The student applicant pool is strong and expected to grow by more than 5000 students within the next five years.

Title I revenue is determined by Yonkers School District's submission of data on free and reduced lunch students. More than 70% of students in Yonkers are eligible to receive free and reduced lunch (FRL). Based on our research, NY City schools (whose population is similar to Yonkers) receive between \$300 and \$1,100 per student. To be financially conservative, HRCS estimates that it will receive \$300 per student for 70% of the total students.

A local trend toward not classifying young children as special education students until Response to Intervention has been employed suggests that it would be misleading to include special education revenue in the budget for kindergarten and first graders. Special education revenue is included in operational years two through five for the children in second grade and above. To be financially conservative, HRCS estimates that

²⁷ Deferred compensation will be addressed in their employment contracts.

4% of the students above grade 1 will fall in the 20%-60% disability range, which would result in \$10,390 per student based on FY10 state allocations.

The E-rate funding is purposely omitted from the budget at this time, as it is subject to the number of enrolling students of low socio-economic status and the level of HRCS technology. It is anticipated that there will be no E-rate funds during the first operational year when HRCS establishes its student base. The E-rate revenues, when determined for subsequent years, will supply HRCS with a financial cushion.

A conservative estimate of \$25,000 fundraising revenue is included in the first year budget, with modest increases each year. This category includes grants and donations. (HRCS is hopeful that this revenue will be greater, based on its fundraising plan and the interest in STEM education, but wishes to present a conservative financial projection.)

Although in the first charter period, HRCS plans to use a NYS qualified food service provider, whose expenses will be covered by reimbursement from USDA, HRCS has expensed \$125 per child to offset unanticipated expenses and non-payments from parents.

Salaries are based on the Yonkers' School District negotiated pay scale. The teacher salary is calculated at a base of \$65,000, which is the midpoint of salaries for teachers with less than five years experience. Due to HRCS' longer school day and summer professional development, HRCS has adjusted the average teacher salary to \$77,000. The same logic was used to determine the salary of teacher assistants, who will be qualified teachers, of \$36,000. Increases, which are not included in the budget, will be in accordance with the market and economic times. Although the current employer's market for teachers is in HRCS' favor, HRCS believes it is essential to be competitive, especially when hiring teachers who are capable of teaching the STEM curriculum to students of low SES.

HRCS also plans to engage a consultant to provide technical assistance and consulting support for start-up, financial management and reporting, and school operations. The board has had several meetings with 4th Sector Solutions Inc. (4SS), a qualified and experienced charter school services provider.²⁸ HRCS believes the budgeted allocation for 4SS services is similar or less than the direct cost it would incur if it were to self-perform these finance and compliance services.

The facility costs of \$15 square foot are based on extensive negotiations with the owners of the building. This rate includes the net rent payment to the owners plus the amortization of anticipated facility improvements. HRCS will grow into the space as its enrollment increases until the building is fully occupied during operational year five. The generous space the building offers is conducive to running a STEM program that requires ample space for project-based learning and experiments. The rent ranges from a low of 9.0% to a high of 11.8% of per pupil revenue. HRCS also believes that two alternative

²⁸ 4th Sector Solutions, Inc. is led by Joe Keeney and Glenn Turtel, who each have over 12 years of charter school finance and operations experience in New York State. 4th Sector's charter school consulting clients include Harlem Village Academies, a high-performing charter network with which 4th Sector has worked for the last six years, and New Visions for Public Schools, which is planning to open two new charter schools in the Bronx this fall. A summary of 4th Sector services is on the next page.

facilities can be leased for a similar rate in the event the preferred site cannot be renovated and opened on time.

Please note that due to the uncertainty of the current economy, the budget was built upon 2011 dollars for the five-year period. Future adjustments in revenue and salaries will be acknowledged based on the conditions at the time.

A2. Charter School Program (CSP) Grant

Not required at this time, per authorizer’s verbal information.

B. Financial Management

HRCS’s business manager will be responsible for the financial management of the school, with support from the financial consultant and oversight from the executive director and the board of trustees. The board will develop the financial policies and guidelines for the school. The services of the financial consultant (see below) will establish a strong financial foundation and culture of exemplary financial practice for HRCS. An independent certified public accounting (CPA) firm will be responsible for an annual audit that will be reviewed by the Board.

4 th SECTOR SOLUTIONS CHARTER SCHOOL FINANCIAL MANAGEMENT SUPPORT		
	Start-Up	On-Going
Financial Management & Reporting	<ul style="list-style-type: none"> • Review existing school budget model assumptions compared to actual NYC charter school experience. • Create and revise operating budget model based on scenario modeling. • Recommend school chart of accounts and form of monthly management reports. • Assist in building linkage from accounting system to authorizer-required reports. For existing non-profit organizations, review capabilities of existing systems to provide input on reporting procedures. For new charter schools, set up QuickBooks system and establish cross-walks from desired management reports to authorizer-required templates. • Recommend procedures and assist with process of conducting monthly financial forecasts with school principals. • Creation and implementation of financial policies and procedures. <p>Estimated fees: \$25,000 based on 10 hours/month from Nov-Dec and 30 hours/month from Jan-Jun prior to opening.</p> <p>Budget support for grant applications is additional to the extent the monthly hourly commitment is exceeded.</p>	<ul style="list-style-type: none"> • 4SS’s CFO and Director of Finance and CFO would report to the Executive Director, CMO leader, or School Leader and supervise the school-based operations or business manager. Scope of services includes: <ul style="list-style-type: none"> o Monthly accruals, bank reconciliations, account reconciliations and accounting closes, intercompany account reconciliations between entities. o Development and management of school budgets and forecasts. o Reporting of school financial results in compliance with state requirements. o Administration of payroll for approval, including payout calculations, termination calculations, problem resolution, deduction adjustments, staff training. o Ongoing journal entries, payroll tracking for grants, intercompany accounting for staff shared between schools. o Processing of payments on behalf of schools, obtain check approvals, vendor issue resolution. Note: in no event shall 4SS have any signatory authority over any school or CMO bank accounts. o Completion of budgets for categorical funding grant applications, including Title I, IIa, PCSP (excluding school improvement plans). Federal draw downs, document submission, receivables tracking, and cash flow forecasting. o Grant management reporting. o Petty cash reconciliation and replenishment. <p>Fees: 2.5%-3.0% of revenue over a three year contract.</p>

The business manager, with guidance from the financial consultant, will be responsible for a monthly budget report, quarterly reports on the HRCS’s financial status, and an annual report. On-going responsibilities include, but are not limited to, working with HRCS’ payroll company; analyzing, reconciling and adjusting account balances; closing the fiscal year; and maintaining all financial records in accordance with accepted

accounting procedures (GAAP) for non-profit organizations. The business manager will complete the financial sections of grant applications, assist the executive director in building the annual budget, and become proficient in charter school finance by working with the financial consultant.

A tracking system will be developed by the financial consultant to monitor and protect school data. The business manager will be responsible for the security of both the financial data and student data. Student data will include enrollment information on attendance, English Language Learners, students with disabilities, and those qualifying for free and reduced lunch. Such data will be used to determine eligibility for some state and federal funding.

HRCS will purchase the required insurance, as outlined in Section F (see page 37) to protect the HRCS, its board, and employees from claims and liabilities. An insurance quote is shown on the next page.

C. Facility

The HRCS planning board has made considerable efforts over the last eight months to review real estate options for a Yonkers school facility that:

- HRCS could grow into, on a space needed basis, each year of operation;
- Would have enough room to support an active STEM program; and
- Has outdoor space that would enhance the learning of environmental science.

The board has located an academic building called Bosch Hall, formerly owned by Elizabeth Seton College and most recently used by the Yonkers School District and a daycare center. It is currently owned by the non-profit organization Tara Circle, Inc. The building, which includes a walkout ground floor and three full floors, is part of an old Hudson River estate with a view of the Hudson River. It is located at 1061 North Broadway, Yonkers and is next door to a nature preserve (which has pledged to work with HRCS) and immediately east of the 26-mile Old Croton Aqueduct Trail. It is located on a bus line, with a stop directly in front of the property (convenient for both parents and HRCS students when taking public bus transportation on field trips).

HRCS has entered into a non-binding agreement with Tara Circle, Inc. to lease the building long term on a space needed basis (see page 35). Tara Circle will reconfigure the interior space and update some mechanical systems. The building currently has an outdoor access ramp and an interior elevator, and has been through asbestos abatement. Renovations to meet the needs of HRCS will be subject to applicable health, safety, and occupancy codes, and Tara Circle will provide HRCS with a modernized building suitable for school operation.

Tara has begun the process of working with the city to secure the necessary permits. Additionally, Tara and HRCS have consulted an architect and estimated space needs based on enrollment, program, and finances (see chart). Besides classrooms, the building offers administrative offices and multi-purpose space. The non-binding agreement

Full Application: Hudson River Charter School

Insurance Estimate- Year 1

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

For: Hudson River Charter School

Coverage	Limits	Premium
Business Personal Property (BPP)	200,000	
Business Income & Extra Expense	250,000	
Deductible	1,000	
Coverage Includes: Special Form, Replacement Cost, 100% Coinsurance		
Equipment Breakdown	Included	\$2,250
Premium		
Inland Marine		
Computerized Equipment	Included in BPP	
Hardware/Software		
Premium		Included
Crime		
Employee Dishonesty	100,000	
Forgery or Alteration	100,000	
Scheduled-Business Manager/Treasurer	1,000,000	
Computer Fraud	100,000	
Monies & Securities- Inside	50,000	
Monies & Securities- Outside	25,000	
Deductible	1,000	
Premium		\$750
Automobile		
Hired & Non-Owned Liability	1,000,000	
Premium		\$300
General Liability		
Each Occurrence	1,000,000	
General Aggregate	3,000,000	
Personal & Advertising Injury	1,000,000	
Fire Damage Liability	1,000,000	
Medical Expense	10,000	
Employee Benefits Liability	1,000,000	
Sexual Abuse & Molestation Liability	1,000,000	
Professional Liability	1,000,000	
GL Classification (rating)		
Exposure: Student Enrollment	160	
Average Daily Attendance		
Premium		\$4,500
Directors & Officers and Employment Practices Liability including Educators Legal Liability		
Combined Limit	1,000,000	
Deductible	2,500	
Premium		\$3,000

Umbrella Liability		
Each Occurrence	5,000,000	
General Aggregate	5,000,000	
	Retained Limit:	10,000
Umbrella over the following:		
Automobile Liability	YES	
General Liability	YES	
Employee Benefits Liability	YES	
Professional Liability	YES	
Abuse and Molestation	YES	
Directors and Officers	YES	
Employment Practices Liability	YES	
Premium		\$3,400
Workers Compensation		
Statutory Limits	100,000/500,000/100,000	
Estimated Payroll:		
8888- School/Professional & Clerical	1,000,000	
9101- School- All Other	70,000	
Experience Modification	N/A	
Premium		\$11,500
New York Statutory Disability		
Statutory Benefit	\$170 Max Per Week	
Premium	Annual Rates:	\$24,800- Male \$53,400- Female
Student Accident		
Accidental Medical Expense and/or Dental Expense	25,000	
Accidental Death & Dismemberment	10,000	
Benefit Period	3 Years	
Type of Coverage	Full Excess	
Catastrophic Coverage	1,000,000	
Premium		\$900
Total Annual Estimated Premium		\$26,600
Tentative Timeline for Insurance Coverages		
As part of your planning process, we have prepared a timeline for buying the insurance package before school operations begin. See below for each coverage:		
Coverage	Timeline	
School Board Legal/Educators Legal Liability	As soon as the Board is formed and making school based decisions (contracts)	
Employment Practices Liability	Before first employee is hired	
Workers Compensation	When first employee is hired	
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage)	
Property/Flood	As soon as you acquire contents/school equipment	

HRC'S Non-Binding Lease Agreement



NON-BINDING MEMORANDUM OF INTENT

This memorandum constitutes a non-binding proposal for the development and lease of certain real property located at 1097 North Broadway, Yonkers, NY (the "Property"). This memorandum is not an offer or acceptance to lease the Property, and any binding commitment would be subject to the execution and delivery of a written lease agreement by both parties.

- 1. Landlord:
The Tara Circle, Inc.
- 2. Tenant:
Hudson River Charter School or its affiliate.
- 3. Premises:
A campus of approximately 6 acres including an approximately 50,000 s.f. three story building known as Bosch Hall, but excluding an approximately 30,000 s.f. building known as Alder Manor. The Premises include parking spaces.
- 4. Term:
An Initial Term of ten years. Tenant shall have the right to extend the Term for four (4) additional periods of ten years each on the same terms and conditions as set forth in the Lease.
- 5. Commencement:
Landlord and Tenant shall use commercially reasonable efforts to execute the Lease by September 1, 2011. The Rent Commencement Date shall be the occupancy date of July 1, 2012.
- 6. Rent:
To be negotiated, but not to exceed \$15 per square foot.

- 7. Leasehold Improvements:
Subject to compliance with all applicable laws, ordinances, regulations, and codes, Landlord and Tenant shall have the right to design and construct Leasehold Improvements for Tenant's intended use of the Premises. All leasehold improvements will be property of the Landlord.
- 8. Termination:
Tenant shall have right to terminate the Lease (i) prior to September 1, 2011 if its charter petition is not approved, (ii) prior to November 30, 2011 if local planning board approvals are not obtained, or (iii) prior to December 31, 2011 if financing for the Leasehold Improvements is not procured.
- 9. Approvals:
Landlord shall use commercially reasonable efforts to obtain all approvals and permits necessary to construct and occupy the Premises, including any approvals required from the historic preservation board.
- 10. Plans:
Landlord and Tenant shall agree upon the preliminary plans on or before October 31, 2011. Building/property improvements shall be the sole responsibility of the Landlord.

THE TARA CIRCLE, INC. 1097 NO. BROADWAY, YONKERS, NY 10701
914 964 TARA (8272)

- 11. Maintenance:
Tenant shall be solely responsible for maintaining the interior of the Premises. Landlord shall be responsible for maintaining the structural elements of the building and Property.
- 12. Tenant Options:
The Tenant shall have a right of first refusal in the event of a sale of the Property by the Landlord.
- 13. Subordination:
Subordination of the Lease shall be conditioned upon the receipt of non-disturbance and amendment provisions reasonably acceptable to Tenant and any lenders of Landlord.
- 14. Assignment:
Tenant shall not assign the Lease without the prior written consent of the Landlord, which shall not be unreasonably withheld.
- 15. Use:
Tenant will use the Premises for education purposes.
- 16. Signage:
Tenant shall be granted prominent signage rights at the entrance to the Property and the Premises, subject to the reasonable approval of Landlord and the historic preservation board and in compliance with all applicable laws, ordinances, regulations, and codes.
- 17. Non-Disturbance:
Landlord shall deliver to Tenant a non-disturbance agreement from any current or future mortgagees, in favor of the Tenant so that Tenant's occupancy shall not be disturbed in the event of a sale, foreclosure or other event of transfer.
- 18. Brokers:
There are no brokers involved in this transaction. Parties shall mutually indemnify each other against any broker claims.
- 19. Non-Binding:
This is a non-binding Memorandum of Intent, which shall not create any rights or obligations for either party. Either party may withdraw from negotiation of a lease at any time prior to execution and delivery of a written Lease in such party's sole and absolute discretion without any liability or other obligation.

HUDSON RIVER CHARTER SCHOOL

By: _____
Name:
Title:

THE TARA CIRCLE, INC.
Yonkers, NY

By: 
Name: JAMES D. RICE
Title: Chairman and CEO

THE TARA CIRCLE, INC. 1097 NO. BROADWAY, YONKERS, NY 10701
914 964 TARA (8272)

HRCS Anticipated Facility Space Needs and Revenue

Year	Students	Floors	Classrooms	Square Feet Needed	Rent at \$15 Square Foot
2012-13	161	First	7	14,000	210,000
2013-14	230	Ground, first	10	22,000	330,000
2014-15	299	Ground, first, second	13	29,000	435,000
2015-16	368	Ground, first, second	16	36,000	540,000
2016-17	437	All floors	19	50,000	750,000
2017-18	506	All floors	21	50,000	750,000

Assumptions:

50,000 sq ft building; each floor 14,000 sq ft; ground floor 8,000 sq ft; revenue in 2011 dollars

specifies a timeline for the renovations. Anticipated rent does not exceed 15% of the per pupil revenue.

Once HRCS is authorized as a charter school, the architect will create full-concept drawings that show classrooms, common areas, administrative areas, recreational space, etc. The building has ample space, which offers HRCS the opportunity to create unique spaces that support STEM education.

Although Bosch Hall is the first choice of HRCS, the board has also entered into discussions with an agent for the Archdiocese of New York regarding leasing an unused Catholic school. St. Denis School located at 73 Lawrence Street, Yonkers that is available for rent. The campus has two buildings, and the building under discussion has 30,000 square feet.

As a final option, HRCS is working with a commercial broker who has a school/church building available for rent that could meet our basic needs if necessary.

D. Transportation

HRCS will not provide transportation for its students. Students who reside more than 1.5 miles from the school are eligible for transportation from the Yonkers School District. HRCS will follow weather-related delayed openings, closures, and early dismissals of Yonkers Public Schools. Transportation is also available by public bus, with a stop at the entrance of the proposed HRSC facility. If students are enrolled from neighboring districts, these students will be bused in accordance with the host district’s transportation policies.

Transportation for children with disabilities will be in accordance with their IEPs.

HRCS has set its school calendar to coincide with the Yonkers School District specifically so that its students can take advantage of the school transportation available to them. An HRCS board member has personally met with the transportation director of the Yonkers School District and received the HRCS AM drop-off and PM pick-up times.

HRCS looks forward to a developing a strong relationship with this transportation department in an effort to mitigate any potential problems.

E. Food Service

HRCS will open school using a NY State certified food provider who will prepare breakfast and lunch. If the kitchen in the HRCS facility is operational and to code, meals will be prepared at school. Otherwise, meals will be prepared off site.

Approximately 70% of Yonkers children are eligible for the federal free and reduced-price lunch program. Any and all subsidy revenues from the NY State meal and federal food programs will be used exclusively for the purpose of providing meals to eligible students. Expenses not covered by reimbursement, or non-payments from parents, will be offset by a \$125 per child allocation specified in the HRCS budget

F. Insurance

HRCS has an insurance proposal (shown on page 34) prepared by Ten Eyck Group Financial Services of Albany, NY for all the insurance coverage specified by NYSED. (The Educators Legal Liability and Employment Practices is found in the Directors and Officers coverage. The bond for the school’s CFO is addressed in the Crime coverage. Coverage for the Business Manager/Treasurer is also included in the amount of \$1,000,000). Adequate provision for the expense of this insurance coverage is included in the HRCS budget.

G. Pre-opening Plan

HRCS’s pre-opening period is September 1, 2011 (or when officially granted the charter) through July 31, 2012. The board members already have engaged in considerable work (which has been referenced in the application and prospectus) prior to the official start of the pre-opening period. The board will continue to work diligently to ensure that the school will be ready for a September 2012 opening.

Task	Start	Complete	Responsibility
Elect officers; adopt charter, bylaws, policies; establish board calendar including board training schedule;	9/1/11	11/1/11	Board
Begin process for tax exempt status/501(c)3	9/1/11	10/1/12	Board
Formalize bank relationship; activate insurance policies; finalize lease	9/1/11	11/1/11	Board
Hire School Director, Operations Manager, Office Assistant	9/1/11	11/1/11	Board
Establish and equip temporary office	9/1/11	11/1/11	Board School Director Operations Manager
Develop and implement financial systems with internal controls; set up annual audit schedule; establish payroll system;	9/1/11	11/1/11	Board School Director Operations Manager
Design and launch website; design logo	9/1/11	11/1/11	Board School Director
Develop and implement marketing plan; prepare marketing	9/1/11	Ongoing	School Director

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and recruitment materials (English and Spanish); schedule events; publicize school			Operations Manager
Launch fundraising campaign (including grant applications)	9/1/11	Ongoing	Board School Director Operations Manager
Set curriculum; order sample materials; work with consultants to design curriculum	9/1/11	2/1/12	School Director Board
Design Summer Academy	11/1/11	2/1/12	School Director Board
Write/print student handbook, which requires board approval of policies for admission, enrollment, and attendance, code of conduct, etc.	9/1/11	3/30/12	School Director
Monitor rehabilitation of facility	9/1/11	6/30/12	Board School Director
Develop school safety plan	10/1/11	12/1/11	School Director Operations Manager
Accept student applications; create tracking system for receiving documents	10/1/11	Ongoing	Operations Manager
Design and hold student lottery (include bus transportation requests)	1/1/12	4/1/12	School Director Operations Manager
Recruit educational staff (establish hiring rubric, post positions, interview, reference check, fingerprinting, etc.)	1/15/12	5/1/12	School Director
Hire business manager to start 6/15/12	1/15/12	5/1/12	Board School Director
Arrange for food service	1/15/12	3/15/12	Operations Director
Arrange for nurse/maintenance of health records	1/15/12	3/15/12	Operations Director
Set up procurement system	1/15/12	3/15/12	Operations Director
Set up attendance system	1/15/12	3/15/12	Operations Director
Set up reporting system to host district of student enrollment	1/15/12	3/15/12	Operations Director
Recruit additional students, if necessary	4/2/12	Ongoing	Operations Manager
Solidify employee benefits, payroll, etc.	4/2/12	6/30/12	School Director Operations Manager Board
Enroll students from lottery admissions (collect forms, parent interviews, child screening and baseline assessments, obtain records, etc.)	4/2/12	5/30/12	Operations Manager
Collect all admitted students' IEPs	4/2/12	5/2/12	Operations Manager SPED Director
Report enrollment to Yonkers School District and authorizer	5/30/12	5/30/12	School Director Operations Manager
Confirm availability of services for classified students	5/2/12	5/30/12	SPED Director
Bill Yonkers School District for per pupil funding	5/30/12	6/1/12	School Director Operations Manager
Make class assignments for students	7/1/12	7/1/12	School Director
Conduct mini-board retreat	7/1/12	8/1/12	Board
Order classroom furniture and supplies; curriculum materials; record receipt of items	5/15/12	7/1/12	School Director Operations Manager
Move into facility	7/1/12	7/15/12	School Director Operations Manager
Install instructional and office technology	7/1/12	8/1/12	School Director Operations Manager
Set up school/classrooms for children	7/1/12	8/20/12	School Director School Manager Teachers

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Pre-opening visit from authorizer	7/1/12	8/20/12	Board School Director Operations Manager
Pre-school tour for parents/students	8/15/12	8/30/12	School Director Operations Manager Teachers
Hold Summer Academy (three-week, on-site professional development)	8/1/12	8/30/12	School Director Operations Manager

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
<i>Ms. Gail Osterman</i>	<i>Proposed Board member and school employee</i>
<i>Mr. Ramesh Shah</i>	<i>Proposed Board member</i>
<i>Ms. Marge White</i>	<i>Proposed Board member and school employee</i>
<i>Dr. Charles DiComo</i>	<i>Proposed Board member</i>
<i>Ms. Gayle Cratty</i>	<i>Proposed Board member</i>
<i>Mr. James Hahn</i>	<i>Proposed Board member</i>
<i>Dr. Alice Siegel</i>	<i>Proposed Board member</i>
<i>Mr. Rudyard Whyte</i>	<i>Proposed Board member</i>
<i>Mr. Marc Rosner</i>	<i>Proposed Board member</i>
<i>Mr. Jeff Epes</i>	<i>Proposed Board member</i>
<i>Pastor Ezequiel Herrera</i>	<i>Proposed Board member</i>
<i>Ms. Pamela Pinto-Sessions</i>	<i>Founding Group member</i>
<i>Mr. Murray Fisher</i>	<i>Founding group member</i>

Attachment 2: Certification Statement

Proposed Charter School Name *Hudson River Charter School*

Proposed School Location (District) *Yonkers School District*

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

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

Signature of Lead Applicant/Authorized Person *Gail Osterman*

Date *March 30, 2011*

(Please label the copy that has original signatures)

Print/Type Name *Gail Osterman*

Address

[Redacted]

[Redacted]

[Redacted]

Attachment 3: Sample Day Schedule

Sample Hudson River Charter School Schedule

Four Days Per Week			Early Release Day	
Time	Kindergarten	Second Grade	Time	All Grades
7:30	Optional breakfast	Optional breakfast	7:30	Optional breakfast
7:40	Buses begin to arrive; free choice of learning centers	Buses begin to arrive; free choice of learning centers	7:40	Buses begin to arrive; free choice of learning centers
8:00	Official start of school; attendance	Official start of school; attendance	8:00	Official start of school; attendance
8:10	Class meeting <i>(character and citizenship education)</i>	Class meeting <i>(character and citizenship education)</i>	8:10	Class meeting <i>(character and citizenship education)</i>
8:40	English Language Arts <i>(with social studies integrated)</i> 20-minute snack and recess <i>(time at teacher's discretion)</i>	English Language Arts <i>(with social studies integrated)</i> 20-minute snack and recess <i>(time at teacher's discretion)</i>	8:40	English Language Arts <i>(with social studies integrated)</i> 20-minute snack and recess <i>(time at teacher's discretion)</i>
11:00	Mathematics	Mathematics	11:00	Mathematics
12:20	Lunch	Recess	12:20	Lunch and recess
12:40	Recess	Lunch	12:40	
1:00	Special (art, music, etc.)	Special (art, music, etc.)	1:00	Special (art, music, etc.)
1:45	Science/STEM	Science/STEM	1:45	Science/STEM
3:20	Writing	Writing	2:45	Preparation for dismissal
3:50	Preparation for dismissal	Preparation for dismissal	3:00	Dismissal
4:00	Dismissal Extended Learning Time <i>(by invitation)</i>	Dismissal Extended Learning Time <i>(by invitation)</i>	3:15	Staff development
4:45	ELT ends	ELT ends	4:45	School ends

Hudson River Charter School
Proposed Student Calendar
 2012-2013 School Year

September 2012

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

October 2012

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

November 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	25	27	28	29	30	

December 2012

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

January 2013

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

September (17 days)

3 – Labor Day
 4– First Day of School
 17-18 – Rosh Hashanah

October (21 days)

1 – Yom Kippur
 8 – Columbus Day

November (23 days)

12 – Veteran’s Day
 21 – Early Dismissal (1:30)
 22-23 – Thanksgiving

December (15 days)

24-31 – Winter Recess

January (21 days)

1 – New Year’s Day
 21– Martin Luther King Jr. Day

February (15 days)

18-22 – Winter Recess

March (20 days)

29 – Spring Break

April (17 days)

1-5 – Spring Break

May (22 days)

27 – Memorial Day

June (15 days)

21 – Last Day of School

February 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

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

April 2013

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

May 2013

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

June 2013

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	27	29

186 Student Days

Teacher Staff Development: 15 days in summer, 3 days end June

Exhibit D: Proposed By-Laws

Hudson River Charter School By-Laws

Article I. Name

The name of the corporation shall be Hudson River Charter School (the “Corporation”).

Article II. Location

The Corporation’s main office will be in Westchester County, State of New York, which is presently at 27 Sunnyside Avenue, Pleasantville, NY 10570, or at any other place the Board may select by resolution or amendment of the By-laws.

Article III. Purpose

The Corporation is a not-for-profit corporation organized under the laws of the State of New York. The Corporation is organized and shall be operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Corporation prepares students to achieve high levels of literacy, mathematics, and science. Students develop critical thinking and problem solving skills that equip them to learn and to contribute to the 21st century economy.

Article IV. Non-discrimination

In all of its dealings, none of the Corporation, the School or its duly authorized agents shall discriminate against any individual or group for reasons of race, color, religion, national origin, culture, marital status, sexual preference, gender, age or mental or physical handicap. Further, the School shall be open to all students in New York State on a space available basis. It shall honor its admission preferences as stated in its Charter, and shall not discriminate in its admission policies or practices for other students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the state of New York.

Article V. Members

The Corporation shall have no members. The Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

Article VI. Board of Trustees

1. Number -- The Board of Trustees shall consist of not less than five and not more than twelve persons. The Board of Trustees will set the exact number of Trustees, within these limits, by Board of Trustees resolution or amendment of the By-laws, but such action by the Board of Trustees shall require an affirmative vote of a majority of the entire Board of Trustees and no decrease shall shorten the term of any incumbent Trustee. The School Director shall be a non-voting member of the Board of Trustees.
2. Election and Term -- Election -- The names of the initial Trustees are set forth in the Certificate of Incorporation. All successor Trustees shall be elected at the Annual Meeting by the Board of Trustees by vote of a majority of the Trustees then in office.

The Board of Trustees shall be elected in three classes (e.g. Class I, Class II and Class III.) The initial term of the Class I trustees shall expire at the first annual meeting of the Board to be held in 2011, the initial term of the Class II directors shall expire at the second annual meeting of the Board to be held in 2012, and the initial term of the Class III directors shall expire at the annual meeting of the Board to be held in 2013, with each class to hold office until its successors are elected and qualify or until their earlier resignation or removal. At each annual meeting of the Board of Trustees of the Corporation, a number of trustees equal to that of those whose terms have expired shall be elected by a majority of the Board of Trustees for a term expiring at the annual meeting of Board of Trustees held in the second year following the year of their election and the earliest of the election or appointment and qualification of such trustee's successor or until such trustee's death, resignation or removal. No decrease in the number of trustees constituting the Board of Trustees shall shorten the term of any incumbent trustee.

3. Attendance -- Trustees are expected to attend all Board meetings. Notice of absence in advance to the Secretary is required. Subject to the New York Open Meetings Law, virtual attendance by electronic means is acceptable for specified meetings.
4. Powers -- The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation and the School, subject to the limitations of applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Certificate of Incorporation and these By-laws. The Board of Trustees may, by general resolution, delegate the management of the Corporation's activities to others with the Board of Trustees retaining its ultimate jurisdiction. The Trustees will act only through the Board of Trustees, and shall have no power as individual Trustees.

The Board of Trustees also shall have the following specific powers:

- i. To elect and remove Trustees
- ii. To select and remove officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
- iii. To appoint and discharge advisors and consultants who have skills necessary or helpful to the Corporation;
- iv. To conduct, manage, and control the affairs and activities of the Corporation, and to make rules and regulations.
- v. To appoint the School Director to be responsible for carrying out the work of the Corporation at the School in accordance with the policies of the Board of Trustees.
- vi. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in promoting the interests of the Corporation.
- vii. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School might engage.
- viii. To act as trustee under any trust incidental to the School's purpose, and to receive, hold, administer, exchange and expend funds and property subject to such trust.

- ix. To acquire real or personal property, by purchase, exchange, lease, gift, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
 - x. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, and other evidences of debt and securities.
 - xi. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.
5. Eligibility – The Board may elect any person at least eighteen (18) years of age who in its discretion it believes will serve the interests of the School faithfully and effectively.
6. Ex-officio, Non-voting Trustees -- The Board will include one Trustee to represent each of the following constituencies:
- i. A parent of an active student at the School, who is designated by the Parent's Associate to represent the Association as a parent representative.
 - ii. A teacher at the School, selected by the faculty to be the faculty representative.
7. Term Limits
- i. The term of office for all members of the initial Board of Trustees shall be one year.
 - ii. Trustees may be elected to any number of consecutive terms.
 - iii. Terms of Faculty and Parent Representatives shall be one year.
 - iv. The term of a Trustee who fills a vacancy shall be for the remainder of the term for that position.
8. Trustee Elections – Trustees will be elected during the Annual Meeting, with the terms beginning on July 1 of that year.
9. Removal of Trustees – The Board of Trustees may remove a Trustee for cause by an affirmative vote of two-thirds (2/3) of the entire Board of Trustees at a regular meeting or a special meeting of the Board of Trustees called for that purpose; provided that at least one week's notice of the proposed action shall have been given to the entire Board of Trustees then in office. Some such causes include but are not limited too the following:
- i. Has failed to attend three or more of the Board of Trustees' Regular Meetings in a calendar year;
 - ii. Has been declared of unsound mind by a final order of the court;
 - iii. Has been convicted of a felony;
 - iv. Has been found by a final order or judgment of any court to have breached any duty imposed by the Education Law; or
 - v. For other good causes as the Board may determine.
10. Resignation of Trustees
- i. A Trustee may resign from office at any time by giving written notice to the Board Chair, effective the date specified in the notice.
 - ii. A resignation is effective upon written acceptance of the Board Chair.
 - iii. No resignation shall discharge any accrued obligations or duty of the Trustee.

11. Board Vacancy -- Any newly created vacancy on the Board of Trustees arising at any time and from any cause may be filled at any meeting of the Board of Trustees by an affirmative vote of a majority of Trustees then in office, regardless of their number. Any Trustee elected upon the death, resignation or removal of another Trustee shall hold office for the unexpired term of his or her predecessor. In all other vacancies, the newly elected Trustee shall hold office until the next meeting where the Trustees are elected. A vacancy on the Board of Trustees shall be deemed to exist on the occurrence of any of the following:
 - i. The death, resignation or removal of any Trustee;
 - ii. An increase in the authorized number of Trustees by resolution of the Board of Trustees; or
 - iii. The failure of the Board of Trustees, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.
12. Compensation of Trustees
 - i. Trustees shall serve without compensation. This shall not in any way limit reimbursement of or payment of services provided to the Corporation by the Trustee in any capacity separate from the Trustee's responsibilities as a Trustee, provided there is full disclosure of the terms of such compensation and the arrangement has been approved by the Board of Trustees.
 - ii. The Board may approve reimbursement of a Trustee's actual and necessary itemized and documented expenses while conducting the Corporation's business, subject to the guidelines established by the School.
13. Financial Interests – Any Trustee who individually or as part of a business or professional firm is involved in business transactions with, or in providing professional services to the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
14. Code of Conduct, Conflict of Interest and Confidentiality – The Board shall establish a Code of Conduct, Conflict of Interest and confidentiality policies for the Board.

Article VII. Meetings of the Board of Trustees

1. Place – Board of Trustee meetings will be held at the Corporation's main office or at any other place the Board may designate within or without the State of New York as the Board of Trustees may from time to time fix.
2. Annual Meeting -- The Annual Meeting will be held in June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the Board.
3. Regular Meetings – Regular Meetings shall be held no less than eight times during the year and will be held at a time and place fixed by the Board of Trustees.
4. Special Meetings – A Special Meeting will be held at any time called by the Chair or by a majority of the Board of Trustees, in each case such time and place shall be fixed by the person or persons calling the meeting.
5. Notices
 - i. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board of Trustees fix the time and place of such meetings.

- ii. Special Meetings may be held upon 48 hours' notice (which notice shall be accompanied by a written agenda setting forth all matters upon which action is proposed to be taken) delivered in person, by phone, e-mail or FAX.
 - iii. Timely notice of all meetings will be provided to the School community by e-mail or written notices.
 - iv. Notice of a meeting need not be given to a Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto, at the beginning or promptly upon arrival thereat.
 - v. No notice need be given of any adjourned meeting.
6. Open Meetings – The Board of Trustees shall comply with the New York Open Meetings Law:
- i. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
 - ii. Only those members of the Board of Trustees who are at the meeting or are attending via live video hook-up that is visible by the entire room may vote on matters that come before the Board. Other Board members may participate by telephone or conference call but cannot vote or be considered in the calculation of a quorum.
 - iii. A calendar of all scheduled Board meetings will be delivered to the news media and conspicuously posted at the School and on the School's website as soon as it becomes available.
 - iv. The School will provide notice to the news media and to the School community by email and by conspicuously posting notice in the School of Board meetings not on its annual schedule.
7. Executive Session – By a motion and majority vote, the Board of Trustees may convene in executive session to discuss matters it deems sensitive, such as public safety, personnel, or pending actual litigation, etc.
8. Minutes – Written minutes of the meeting will be recorded at all Board of Trustees meetings. Minutes will include:
- i. Date and time of the meeting
 - ii. A summary of all motions, proposals, resolutions, and any other matters formally voted upon
 - iii. A record of how each Trustee voted on each matter.
 - iv. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
 - v. Minutes of meetings will be available to the public through the School's website after they have been approved by the Board of Trustees at the next meeting.

Article VIII. Action by the Board of Trustees

1. Quorum –At all meetings, a majority of the Board of Trustees present (see Article VII (6) (ii)) shall constitute a quorum for the transaction of business. At any meeting of the Board of Trustees at which a quorum is present, the affirmative vote of a majority of the Trustees present at the time of the vote shall be the act of the Board of Trustees. In the absence of a quorum, the Trustees present may adjourn the meeting. When a meeting is adjourned to another time and/or place, notice of the new meeting is not required if the time and place for the new meeting are announced at the meeting

at which the adjournment is taken, and at the new meeting any business may be transacted which might have been transacted at the meeting as originally called.

2. Board meetings by telephone/computer conference
 - i. Trustees may participate in a Board meeting through use of conference telephone or similar computer communication equipment, so long as all Trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence at such a meeting. Only Trustees who are present at the Board meeting in person may vote on any matters before the Board.
 - ii. Participation by conference telephone is not permitted for the Annual Meeting or Board training.

Article IX. Committees

1. Standing Committees -- There shall be three standing committees, each of which shall consist of at least three Trustees: Governance, Finance, and Educational Performance
2. Governance Committee will
 - i. Ensure adherence to terms and conditions of the School's charter;
 - ii. Ensure compliance with applicable New York State and federal laws and regulations;
 - iii. Ensure consistent application of the By-laws and periodically review them;
 - iv. Establish, maintain and periodically review policies of the School;
 - v. Develop on-going training/development plan for the Board of Trustees;
 - vi. Recruit board members;
 - vii. Orient new members to the Board of Trustees;
 - viii. Review and make recommendations on complaints and alleged violations of laws; and
 - xi. Review and make recommendations on conflict of interest issues.
3. Finance Committee will
 - i. Develop and oversee a financial model for the School to function in a fiscally responsible and solvent manner, with attention to appropriate financial controls;
 - ii. Review and present quarterly financial reports and annual budget;
 - iii. Oversee the School audit;
 - iv. Oversee facility planning, management, upkeep, and risk assessment
 - v. Approve and monitor the School's data system that captures student performance measures, student and family information, and staff information (including fingerprint clearance and credentials); and
 - vi. Develop and monitor admission policy and practices.
4. Educational Performance Committee will
 - i. Review and assist with the development of the School Director's annual goals;
 - ii. Analyze effectiveness of the School's curriculum against student performance goals;
 - iii. Monitor School performance on assessments used to measure student academic progress;
 - iv. Monitor compliance with IDEA and other legal requirements connected with special education; and

- v. Monitor student discipline.
5. Additional Committees may be created by the Board of Trustees for any purpose not covered by the three standing committees by resolution adopted by a majority of the Board of Trustees.
6. Appointment to Committees will be the responsibility of the Board of Trustees and members of the Committees shall be elected by an affirmative vote of a majority of the Board of Trustees. A Trustee will serve on each committee, in addition to members from the school community and individuals appointed by the Board of Trustees.
7. Meetings, Notices and Quorums
All Committees, shall have the same requirements for (a) meetings and notices; (b) quorum; and (c) action without meeting as set in Article VII. Meetings of the Board of Trustees and Article VIII. Action by the Board of Trustees.
8. Authority of the Committees
Each Committee shall have such as the Board of Trustees and these By-laws prescribe, except no Committee shall have the authority as to the following matters:
 - i. The filling of vacancies on the Board of Trustees or on any Committee;
 - ii. The amendment or repeal of the By-laws or adoption of new By-laws; and,
 - iii. The amendment or repeal of any resolution of the Board of Trustees which by its terms shall not be so amenable or repealable.

Article X: Officers

The Officers of the Corporation are a President, Vice President, Secretary and Treasurer, and any other Officers, if any, as the Board of Trustees may from time to time appoint. No Officer may hold more than one position at the same time, and each term of office shall be one year. The President, Vice President, Secretary and Treasurer shall be members of the Board of Trustees. Other Officers, if any may, but need not, be members of the Board of Trustees; provided, however, that such non-trustee Officers do not have voting rights.

1. The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board of Trustees. The President shall have full and equal vote as accorded to all Trustees. The President may alone enter into and execute in the name of the Corporation contracts or other instruments that are authorized either generally or specifically by the Board of Trustees, unless the Board of Trustees shall specifically require an additional signature.
2. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees.
3. The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and shall keep or cause to be kept the minutes of all meetings of the Board of Trustees, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes

of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the current meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

4. The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Finance Director as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Finance Director keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Finance Director, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Finance Director deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Finance Director in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation, showing in appropriate detail: (a) The assets and liabilities of the Corporation as of a twelve month fiscal period terminating not more than six months prior to the meeting; (b) The principal changes in assets and liabilities during that fiscal period; (c) The revenues or receipts of the Corporation, both unrestricted and restricted to particular purposes during said fiscal period; and (d) The expenses or disbursements of the Corporation, for both general and restricted purposes during said fiscal period. Such report at the Annual Meeting shall be filed with the minutes of the Annual Meeting. The report at the Annual Meeting may consist of a verified or certified copy of any report by the Corporation to the Internal Revenue Service or Attorney General of the State of New York which includes information specified in (a) through (d). The Treasurer shall ensure that the Finance Director establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the New York statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a financial report on them at the Annual Meeting to the Board of Trustees. The financial report shall be filed with the records of the Corporation and a copy or abstract thereof entered in the minutes of the proceedings on the Annual Meeting of the Board of Trustees.

Article XI. Removal of Officers

Any Officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Any Officer proposed to be removed for cause shall be

entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting.

Article XII. Advisors

The Board of Trustees may appoint from time to time any number of persons as advisors of the Corporation to act either singly or as a Committee or Committees. Each advisor shall hold office during the pleasure of the Board of Trustees and shall have only the authority or obligations as the Board of Trustees may from time to time determine. No advisor to the Corporation shall receive directly or indirectly, any salary or compensation for any service rendered to the Corporation, except that the Board of Trustees may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the Corporation.

Article XIII. Fiscal Year

The fiscal year of the Corporation shall be July 1st to June 30th.

Article XIV. Check Signing

The President, School Finance Director, and School Director are authorized and required to sign all checks over the amount of \$10,000. The Board of Trustees shall establish a policy setting the amount above which checks must have all signatures.

Article XV. Amendments to By-laws

The Board of Trustees shall have the power to make, amend, or repeal the By-laws of Corporation, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Trustees and posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board of Trustees.

Article XVI. Dissolution

1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the School, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with law, among the participating districts of residence and non-resident district(s) or to another charter school.
2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the School, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to another charter school.

Article XVII. Additional Provisions

1. Indemnification of Officers and Trustees. The Corporation shall indemnify to the fullest extent now or hereafter permitted by law, indemnify any person made, or

threatened to be made, a party to any action or proceeding by reason of the fact that he or she, or his or her testator or intestate, was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any such person if: (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding; or (b) he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled.

2. Insurance. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents of the Corporation pursuant to Article XVII, section 1 above, or to indemnify such persons in instance in which they may be indemnified pursuant to Article XVII, section 1 above.
3. Books. At the main office of the Corporation, there shall be kept correct books of account of the activities and transactions of the Corporation, including the minute book, which shall contain a copy of the Certificate of Incorporation, a copy of these By-laws and all minutes of meetings of the Board of Directors.
4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with New York statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Trustees at its meeting held on

_____ by a vote of _____.

Board Secretary

Attachment 6: Proposed Code of Ethics

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

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

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

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

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

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

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

5. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he

or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

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

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

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

Distribution of Code of Ethics

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

Penalties

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

Attachment 2: Applicant Information

Provide the name of each applicant. If you are applying as a single applicant, or as a group, include the following information:

- A. The name of each applicant;*
- B. The home address, telephone numbers (home, office), facsimile number, and e-mail address for each applicant;*
- C. An assurance that the applicant(s) is at least 18 years of age (Not-For-Profit Corporation Law section 701(a));*
- D. If there is more than one applicant, designate one applicant as the contact person for the application and provide the contact information set forth above for that individual.*
- E. Provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees. Required background information includes, at least, the applicant's educational and employment history. Resumes preferred.*

The lead applicants are:

Gail Bryant Osterman

[REDACTED]

[REDACTED]

Gail Osterman, the lead applicant, is a retired educator with experience as a principal of a federal Blue Ribbon Elementary School of Excellence. She has also served as an education supervisor at a special education school, as an assistant elementary school principal, and as an elementary teacher in general education and inclusion classes. Her prior work experience as an education specialist for Sunburst Communications (an educational software company), her marketing experience in the international division of JCPenney, and her start-up business expertise in founding a family newspaper (Family Fun 'n Fare) complement her educational credentials. She was a member of the founding team of the Oak Lane Child Care Center in Pleasantville (now located in Chappaqua) and served as the treasurer on the Board of Directors. It is anticipated that she will be appointed as the Hudson River Charter School director, and as such would be a non-voting member of the Hudson River Charter School's Board of Trustees. A resume is attached as Attachment 2-3.

Marge White

[REDACTED]

[REDACTED]

Margaret White is the former department chairperson for special education in a respected Long Island school district where she was responsible for the supervision of the Middle School special education staff. Additionally, she chaired all middle school Committee on Special Education meetings and oversaw the implementation of Individualized Education Plans. Her experience as a special education teacher for the New York City Department of Education (grades K-8) and as a Westchester general kindergarten teacher provided her with opportunities to develop understandings of how children of various profiles learn and achieve success. She is active in numerous community affairs and has served in officer positions for many organizations. Most recently she was the president of several tenant associations as buildings converted to co-ops and a community advocate for senior citizens in local centers for the aged. It is anticipated that she will be appointed as the Hudson River Charter School director of operations. A resume is attached as Attachment 2-7.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

March 31, 2011

Date

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

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

Name: *Gail B. Osterman*
(Include preferred honorific.)

Daytime Telephone: 9 [REDACTED]
Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business **E-Mail/Fax:**

Charter School Name: *Hudson River Charter School*
Charter School Address: *Yonkers, New York*
To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):
Board Member

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

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

Background

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

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

As the lead applicant for Hudson River Charter School, I was inspired to design a school in which ALL children had opportunities for early experiences in STEM subjects that would, hopefully, become a part of who they are and influence their paths for the future. My passion was shared by others, who came together to conceptualize this idea for a new school.

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

As the keeper of the vision, mission, and history of Hudson River Charter School, I wish to serve as a link from conception to implementation. I am most eager to help Hudson River Charter School establish the school culture that was at the heart of its creation.

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

I have been the treasurer of the Oak Lane Child Care Center. This position gave me an understanding of the budget process and all of the financial components of operating a school.

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

This does not apply to me. Yes.

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

your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

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

I have come to know all of the current Hudson River Charter School Planning

Board members, as we have been working as a team for over a year to create Hudson River Charter School.

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

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

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

Professional acquaintance to two CFO's, each at a separate school.

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

No. Yes.

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

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

Not applicable because the School does not/will not contract with a management

company or charter management organization.

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

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

The situation would be evaluated in the context of the Board's Code of Ethics and Conflict of Interest policy. The board would investigate and discuss the situation with the board member and, if necessary, vote on a course of action.

Educational Philosophy

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

The mission of Hudson River Charter School sets the purpose of the school. Namely, the Hudson River Charter School will prepare students to achieve high levels of literacy, mathematics, and science, as well as to develop thinking skills and

learner dispositions that will enable them to be contributing members of our global economy. Key to this mission is providing a HRCS education to children of various learning profiles and socio-cultural backgrounds.

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

The educational practices of the charter school are designed to help all children learn at a high level, regardless of background and learning profile. Many practices will be research-proven. Inquiry-based instruction and projects will be common place, as will teachers differentiating instruction to the needs of the students. Data on student learning will be key to tailoring instruction so that children learn what teachers think they are teaching.

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

A successful charter school possesses strong board members and administrators.

It should be financially secure and able to allocate its resources to further the Schools' vision. It is staffed with great teachers who are passionate, effective, life long learners and have a strong work ethic.

Other

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

A board member should 1) keep the mission of the school at the forefront of all decisions, 2) assure that the school has the resources to further the mission, and, 3) fulfill all of the obligations of the charter in a timely and conscientious manner. The member should act for the good of the school, not as an individual.

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

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

GAIL OSTERMAN

EDUCATION

- Non-matriculated student, Ph.D. program in Language, Literacy, and Learning, Fordham University
- Master of Science in school administration and supervision, College of New Rochelle
- Master of Science in elementary education, Long Island University
- Master of Science, major in science with marketing minor, Cornell University
- Bachelor of Fine Arts, major in design, Stephens College

CERTIFICATION

- New York State SDA Certificate
- New York State SAS Certificate
- New York State Permanent Public School Teacher Certificate, N-6

PROFESSIONAL EXPERIENCE

REBECCA SCHOOL, NEW YORK CITY, NY

2008-2009

Educational Supervisor in a therapeutic day school for children with neurodevelopmental disorders, including autism and PDD; selected responsibilities and accomplishments include:

- Supervise, evaluate, and support faculty
- Develop curriculum, guide instruction, and assist teachers in differentiating instruction for each child that is multi-sensory, experiential, and hands-on
- Assist teachers to incorporate Dr. Stanley Greenspan's Developmental Individual Difference Relationship-based (DIR) methodology in teaching and learning
- Instituted school-wide academic blocks in ELA and math
- Established a school library
- Promote collegial relationships among teachers through lunch time professional discussions

HILLSIDE ELEMENTARY SCHOOL, HASTINGS-ON-HUDSON, NY

2005-2007

Principal for approximately 555 children in grades K-4; selected responsibilities and accomplishments include:

Curriculum and Instruction

- Facilitated selection and guided implementation of new K-4 math program
- Implemented a multi-sensory reading program in grade 2, with expansion to grade 1 in the 2007-08
- Designed (using principles from Michael Rettig) and implemented a new instructional schedule that provided instructional blocks, reduced the impact of pullouts, and fostered teacher collaboration
- Guided the development and implementation of extended-collaborative classes in grades K and 1, with expansion to grade 2 in 2007-08
- Guided/observed teachers in lessons and APPR projects
- Facilitated adult learning with professional book clubs, conferences, peer observations, visits to other schools, and work with consultants

GAIL OSTERMAN

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School Culture

- Hosted parent coffees/teas and meetings on current issues (math nights, schedule information, collaborative class model, kindergarten parent night, pre-school directors' dialogue, etc.)
- Handled school crises (Anthrax contamination scare, death of a teacher, dog bites, etc.)
- Created opportunities that empower children (Round-table lunches, Chat and Chew book discussions, "Healthyville" pot-luck dinner, student council surveys, playground improvement)
- Promoted school Code of Conduct and maintained safety/security of building
- Communicated to parents via monthly newsletter and broadcast e-mail

School Management

- Formulated school budget and oversaw school resource allocation
- Collaborated on building maintenance, building beautification, revitalization of school gardens
- Oversaw management of complex system of student arrival and dismissal
- Hired all new staff

EDITH WINTHROP TEACHER CENTER OF WESTCHESTER

2005

Instructor

- Asperger Syndrome: A Study Group for Educators

STONY POINT ELEMENTARY SCHOOL, STONY POINT, NY

2004-2005

Assistant Principal for approximately 675 children in grades K-4; selected responsibilities and accomplishments include:

Curriculum and Instruction

- Observed non-tenured teachers and guided APPR projects of tenured teachers
- Served as administrative member of the Instructional Support Team and other school committees
- Co-planned and jointly ran monthly faculty meetings
- Instituted faculty study groups (such as one based on Strategies That Work) and morning breakfasts to discuss curriculum topics (such as writing)
- Organized programs for at-risk students (Summer Kindergarten, ELA Morning Program, Math Mornings for 4th graders, and Lunch Bunch Writing Workshop)
- Organized kindergarten parent information sessions and screening
- Introduced program titled "Empowering Writers" to selected staff who turn-keyed the information

School Culture

- Served as an administrative liaison to the PTA
- Planned and implemented programs that increase opportunities for children, such as Chat and Chew (lunch hour book club) and Musical Movement (hip-hop dance program)
- Worked with children, staff, and parents on issues of mutual concern (discipline, playground, etc.)
- Developed "One Giant Book Club" in which entire school read the same book and culminated with an author/illustrator visit

GAIL OSTERMAN

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Community Relations

- Initiated a relationship/dialogue with the local preschool centers
- Expanded and monitored a parent volunteer program

School Operations

- Chaired the committee to redesign/rebuild the playground
- Organized administration of NYS assessments
- Prepared the BEDS report
- Monitored student attendance
- Served as the contact person for the police youth officer and Child Protective Services

BRONXVILLE ELEMENTARY SCHOOL, BRONXVILLE, NY

2001-2004

Tenured Teacher and Administrative Intern

Administrative assignments/responsibilities include

- Interned in both elementary school and special education department
- Chaired Family & School Partnership Committee 2004, which culminated in an evening of collegial conversation on issues of concern to the school community
- Headed 2004 district-wide initiative on peer review
- Led staff development workshop on reflective peer review
- Collaboratively designed and implemented a student council
- Participated in the revision and design of school procedures for class placement
- Evaluated the school lunch/recess hour for social and safety enhancements
- Led initiative to redesign the fourth grade report card to reflect the NYS standards
- Obtained grants to develop reading comprehension lessons based on Strategies That Work and conduct a faculty book club to practice the comprehension strategies we taught

Fourth Grade Teacher responsibilities include

- Taught inclusion classes (Asperger Syndrome plus usual range of special needs)
- Participated in team action research on the effectiveness of teaching reading comprehension strategies
- Actively participated in Bronxville's volunteer study groups on best practices and educational social issues
- Analyzed ELA data and collaboratively designed curriculum to address areas of need
- Collaboratively revised the internally-written 4th grade ELA curriculum that was piloted in 2002
- Arranged hands-on workshops to complement Dutch traders, colonial times, and Revolutionary War units
- Taught knitting to 4th and 5th graders in an after school club

GAIL OSTERMAN

(Page 4)

DOWS LANE ELEMENTARY SCHOOL, IRVINGTON, NY 1994-2001

Tenured Teacher (six years of fourth grade and one year of fifth grade)

- Taught all academic areas to heterogeneous classes which included classified and AIS students
- Team leader for the eight sections of fourth grade
- Mentor for new fourth grade teachers

Summer Academy Teacher

- Designed and taught AIS program for students entering fifth grade

District and School Projects

- District Leadership/Curriculum Committee (2000-01)
- Intra-district Visitation Committee (2000-01)
- District Technology Committee (1998-00), developed district's technology plan
- Technology Fairs, presenter at parent and staff workshops
- Student Retention Committee (1999-00), drafted a school policy
- Fourth Wednesday Club (1999-00), shared ideas for using technology in instruction

EDUCATIONAL SPECIALIST, SUNBURST COMMUNICATIONS 1986-1993

- Worked with software developers, teachers, and students to produce educational software and supplementary print materials
- Created educational newsletters, articles, and speeches (copies of published articles on teaching with technology available upon request)
- Attended and spoke at educational conferences on technology and best educational practices

PUBLIC RELATIONS, PLEASANTVILLE SCHOOL DISTRICT 1986-1988

- Produced a monthly newsletter for district residents on school issues and news

EXPORT SALES SPECIALIST, J. C. PENNEY COMPANY 1977-1982

- Developed programs to protect J. C. Penney trademarks in European markets

PUBLICATION

- *Teach Students to Communicate Mathematically*, article reprinted in Making Math Success Happen by Ivan Baugh and Anne Raymond, 2003

INTERESTS

- Reading, biking, NY Yankees, hiking, kayaking

REFERENCES AVAILABLE UPON REQUEST

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

Date March 28, 2011

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

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

Name: Margaret White
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: New Rochelle, N.Y. 10805

Personal **E-Mail/Fax:**

Business Address: _____

Business **E-Mail/Fax:**

Charter School Name: The Hudson River Charter School

Charter School Address: Yonkers, N.Y.

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

I am available to any position that requires my expertise in Special Education

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

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that

you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

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

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

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

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

Gail Osterman and I attended Grad School together and share the same educational philosophies. Gail invited me to work with her to open this school and I accepted.

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

To create a school in which the underserved children in Yonkers can succeed and have exposure to outdoor experiences they currently do not have because of gangs, drugs and guns. To build a ongoing relationship with the local community and to make Hudson River Charter School a model for all other charter schools to follow.

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

As a former Special Education Teacher, in New York City I have experience with fragile children from impoverished homes. As a former Special Education Dept. Chairperson/CSE Chairperson I am familiar with the impact services can have on teachers, families and children. I am very much aware of the need to "get it right," for all involved.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

Not applicable because the School does not/will not contract with a management

company or charter management organization.

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring it to the attention of the other board members. Provide any documentation or proof. If the accusation is true, vote to remove that person from the board.

Educational Philosophy

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

Hudson River Charter School's mission/philosophy is to provide a rigorous education, with a strong emphasis on science, technology, engineering and math (STEM) so that children can be prepared for success in high school and careers.

Hudson River Charter School includes key design elements such as extended learning period at the end of the day for those students who need extra help, individual student learning plans, time for data reflection and staff collaboration, a safe/caring environment and a STEM Program that incorporates the Hudson River and Valley into the curriculum.

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

A successful charter school is one that has done extensive research and have created a plan that demonstrates as clear, realistic picture of how they expect to govern and operate the proposed charter school.

The Board should make sure that the school is financially sound. Know all of the school staff. Ask questions so they have a clear understanding of anything that is unclear. Look for supporting data that the school is accomplishing its goals. Attend all meetings, make financial contributions if possible (or look to do fund-raising), finally support the school in any way possible.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The School Board member should be a team-player, should be tolerant of differences, willing to learn what he/she does not know by asking for information, willing to give of his or her time to better the school/community and overall be an active participant.
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.

My teaching and administrative experiences have focused on special needs children from the most impoverished homes. I myself am the parent of a special needs adult. Additionally, I have been the President of several tenant associations (as buildings were being converted to co-ops), and I have been a voice for our most fragile members of society, the elderly.

MARGARET WHITE

EDUCATION

- Masters of Science in administration and supervision, College of New Rochelle
- Masters of Science in special education, College of New Rochelle
- Bachelor of Arts in social sciences/education, College of New Rochelle

CERTIFICATION

- New York State SDA Certificate
- New York State SAS Certificate
- New York State Permanent Public School Teacher Certificate, Pre-K-6
- New York State Special Education Certificate, Pre-K-12
- Currently seeking Social Studies Certification (Middle School level)
- New York City certification in Special Education (Pre-K – 12), Staff Development, Special Education Administration/Supervision, Individualized Education Program Specialist, Inst. Specialist, Assist Principal Elementary, Intermediate & Junior High School

PROFESSIONAL EXPERIENCE

GREAT NECK NORTH MIDDLE SCHOOL, GREAT NECK, NY **2005-2007**

Chair of Department of Special Education providing administrative leadership to program of 19 faculty and 100+ 6th-8th grade students; selected responsibilities and accomplishments include:

Management and Operations

- Prepared annual staffing projections, schedules, and team assignments, and allocated budget for supplies and instructional materials
- Chaired CSE sub-committee meetings and facilitated monthly department meetings
- Developed schedule and lead annual review and IEP meetings
- Managed budget for supplies and instructional materials
- Participated in Pupil Personnel Team, Instructional Support Team, and parent conferences

Instruction and Assessment

- Supervised and supported faculty in self-contained, resource room and team-taught inclusion classrooms
- Initiated pre-CSE conference meetings with teachers and school psychologist
- Reviewed students' IEPs and support teachers in preparing IEPs
- Planned assessments for special education students, including obtaining parental test consents, organizing testing schedule, and supervising test scoring and reporting for annual reviews
- Mentor faculty and consult teachers on modifications for students with special needs

PELHAM UNION FREE SCHOOL DISTRICT, PELHAM, NY **2003**

Administrative Assistant in District Office supporting assistant superintendent of school district serving 2,500+ students; selected responsibilities and accomplishments include:

- Participated in district hiring committee, including screening and interviewing applicants for general and special education positions

MARGARET WHITE

(Page 2)

- Maintained the year-long meeting calendar for assistant superintendent
- Coordinated schedule for staff development, committee meetings, and administrative and faculty conferences for the district

NEW YORK CITY BOARD OF EDUCATION, DISTRICT 11, BRONX, NY **2003**

Administrative Assistant in District Office providing research and administrative support to chairperson for special education of school district serving 1,000 special education students; selected responsibilities and accomplishments include:

- Played a key role in conducting a focused review of special education students that led to the award of State funding to enhance the special education program
- Reviewed case files and identified families with special education needs not satisfactorily met by the district
- Developed and implemented specialized educational options to improve services to students and negotiated with schools to provide for students' special needs

NEW YORK CITY BOARD OF EDUCATION, PS 175, CITY ISLAND, NY **2002**

Administrative Assistant providing support to principal and assistant principal of a maritime community school serving 500 K-8 students; selected responsibilities and accomplishments include:

- Directed student teacher program, interviewing student teachers, coordinating placement of 15 undergraduate and graduate student teachers, and communicating with colleges and universities regarding student teachers' performance
- Led initiative to improve student performance on State social studies exam by involving school community in a program of multi-sensory educational activities, writing and distributing a family handbook of recommended tips and activities, and developing lessons to integrate students' field experiences with classroom studies
- Started new tradition by transforming typical school Halloween celebration from candy and mischief-making into a school-wide literacy day celebration with faculty performances of Macbeth's witches and readings of scary but age appropriate stories throughout the school day
- Linked the community and school through a bread baking program sponsored by King Arthur Flour Company by coordinating bread baking demonstrations, guiding faculty in developing lessons that integrate content area curriculum with character education objectives, and encouraging students to bake bread at home with their parents and donate extra loaves to local shelters
- Researched and developed a cost-effective strategy to ensure all students were prepared with proper school supplies at the beginning of the school year

TEACHING EXPERIENCE

BRONXVILLE SCHOOL DISTRICT, BRONXVILLE, NY

2008-2010

Kindergarten Teacher

Per-diem Teacher, Grades K-8

MARGARET WHITE

(Page 3)

NEW YORK CITY BOARD OF EDUCATION, PS 175, CITY ISLAND, NY

1998-2005

Resource Room Teacher (K, 3rd, 4th, 6th, 7th, and 8th grades)

- Developed and implemented small group push-in and pull-out instruction to support 15+ students with special education needs
- Conducted individual student assessments, prepared IEPs, and participated in CSE conferences
- Participated on Discipline Committee, devising recommendations to institute a formal discipline policy for 6th-9th grade students that emphasize personal responsibility and consequences

Special Education Teacher (3rd, 4th, and 6th grades)

- Taught self-contained classes for 10-15 students with a wide range of learning and emotional disabilities, designing and conducting lessons in all content areas
- Supervised and delegated responsibilities to a paraprofessional
- Created and managed school bookstore, including negotiating a consignment arrangement with a major book publisher
- Improved relations between school and community by pioneering a program with local merchants to invite students to paint holiday window scenes throughout the community

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development

Phi Lambda Theta Honor and Professional Organization, Secretary

Reading Reform Foundation

REFERENCES AVAILABLE UPON REQUEST

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

March 31, 2011
Date

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

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

Name: Epes, Jeffrey
(Include preferred honorific.)

Daytime Telephone: [REDACTED]
Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]
Business Address: New York, NY
Business E-Mail/Fax: [REDACTED]

Charter School Name: Hudson River Charter School
Charter School Address: _____

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

Student welfare/special needs representative

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

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

Background

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

15. 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.

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

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

Gail Osterman, one of the lead applicants, approached me with the opportunity to serve on this board using my fresh experience of what it is like to be a student, as well as my experience in special education classrooms.

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

I have experienced a multitude of education environments that were apathetic to different learning styles and failed to address student needs necessary to function in a classroom, thus, I hope to lead this school down the opposite path.

19. 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):

Although I have no experience in the dealings of a school board, the consequences of certain decisions made by a board have been ones particularly harmful to me as a student, grievances still fresh to me. I also understand the nuances of special education as I have been subject to them myself.

20. 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:

Lead applicant Gail Osterman once held the occupation of my 4th grade teacher. As stated in question 4, she also recruited me to be on the HRCS board.

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.

Such conspiracy would be easy for me to reject in participation, but difficult to prove in existing. I would first raise my suspicion to the other board members, gather any evidence I could discover, and, if the suspicion proves true, I would look at the possible termination of that member.

Educational Philosophy

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

Our mission is to educate children of various learning profiles and cultural backgrounds. We recognize the limitless potential of the Hudson River as a centerpiece and environment suited for teaching the sciences, social studies, and a love and respect for the local environment. By implementing an educational program based on this wealth of knowledge, we believe that it is possible to create an upstanding and responsible community of our students and to instill a life-long love of learning, thinking, and achievement, boundless curiosity, and solid virtue in them. We plan to do so via a focused STEM (science, technology, engineering, math) Program, one concurrent with the goals of New York state, and also its involvement with the Bio Hud Valley Initiative.

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

I understand the educational program of the charter school. It is designed to help all students achieve success so that they can become productive, successful members of society. Our curriculum is a rigorous ,well-balanced program with an emphasis on science. Our school day runs eight hours instead of five. We take regular field trips to teach our students about their environment.

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

A successful school, let alone charter school, derives its success from the contentment its students elicit from what they learn in the classroom. It requires a rigorous academic program, a longer school day, a caring and skilled teaching staff, concrete plans to help each student, careful monitoring of data, and strong ties to the surrounding community. We hope to provide a haven for safe and comfortable learning where a bond of trust and understanding can be achieved both with their teachers and amongst themselves.

Other

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

A prudent board member's job is to make sure that the school is financially sound, is meeting its mission, and to ask questions, look for supporting data, and make recommendations that will lead to refinement and improvement of the program over time. Board members are expected to attend meetings, donate time, and support the school in any way possible.

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 feel that my role on the board of the charter school is to act as the thoughtful representative of the students. I will examine the issues from their perspective and bring that point of view to our discussions and decision-making.

Jeffrey N. Epes

Education

Pace University
New York, NY
Fall 2010-present

Bronxville High School
Bronxville, NY
2006-2010

Targeted Degrees for Graduation

- Biology, B.A.
- I.T., B.S
- Philosophy, Minor

Achievements

- Bronxville High School, Class of 2010-Honors Diploma
- "Kaleidoscope" local writing magazine 2010 issue, works published
- Lectured Elementary School teachers on Autistic Spectrum students in Yonkers

Activities

- Creative Writing club (Bronxville)
- STAND against Genocide (Pace)
- Volunteer in Special Ed classroom (Bronxville)
- Salesman for bake sale benefitting Blythedale Children's Hospital (Bronxville)
- Cross Country team 2005-2009 (Bronxville)
- Spring Track team 2006-2008 (Bronxville)
- Ski team 2008-2010 (Bronxville)

Skills

- Amateur Manga/Anime artist- draws vulpine inner self, "Ulysses Rhinehardt"
- Japanese Language- Beginner
- Poetry/Critical Writing: Currently working on fantasy epic, "Aedificium Memoriam"

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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



Signature

2/13/2011

Date

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. **Marc Alan Rosner**
2. Please provide your educational and employment history. You may do so by attaching a resume. **Please see resume.**
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). **I turned 18 in 1982.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through Gail Osterman.**
5. Please explain why you wish to serve on the board. **Our times are changing faster than our schools. Hudson River Charter School promises to be innovative. Serving on the Board would afford me an opportunity to help all the many members of a new school community.**
6. Please indicate whether you have previously served 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. **I served a three-year term on the Editorial Review Board of *The Science Teacher* (NSTA). I have been an educator for 23 years, including experience as a teacher at the classroom level, as audiovisual/computer coordinator, and as a district Technology Director.**

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. **None to my knowledge, save Gail Osterman, should she serve. My wife, Christine Rosner, worked with her in Irvington, NY U.F.S.D., where she was a teacher. I worked with her in Hastings-On-Hudson U.F.S.D., where I teach. She was principal of the Elementary School, which my children attend; I teach in the High School. She is a friend of our family.**
8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. **Not of the Hudson River Charter School, as this is its inception. But in general terms, we are both career educators. I teach High School science in Hastings. She is a mathematics specialist in Irvington. Our professional colleagues and many of our friends are teachers.**
9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. None to knowledge.
10. **Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.** We are both educational consultants. Should the school calls upon us we might do teacher training. If compensation is deemed a conflict of interest we might volunteer our services, if appropriate; or advise on the subject of staff development.
11. **If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.** No, not to our knowledge.
12. **If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.** No.
13. **If the school is partnered with an educational service provider, please indicate if**

you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. No.

14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. No.
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 school's board. None.
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). **Presuming you mean at the expense of the school, I would, at first opportunity, bring this to the attention of the Chair of the Board. One of us, or someone we designate, would necessarily approach that board member (or members) and make sure that person understands the nature of what he/she is doing, and our awareness of it; and that he/she should bring the matter to the attention to the Board in writing, to initiate discussion, as per the Code of Ethics. If the person is uncooperative, or the activity has been particularly egregious, I believe there is a special code of education law in our state, and an office of ethics in the state education department in Albany, to which we could appeal for notification or help.**

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. **The school seeks to provide a rigorous education to students of varied backgrounds. It would do this with a focus on the Hudson River and Valley, with all its heritage, physical and natural environment, and resources. The hope would be to prepare them for higher education and lifelong learning.**
18. Please indicate whether you are familiar with the educational program of the school. N/A
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. **The greatest indicator of student success is, in my professional experience, the attitude of the learner and the learner's family toward education. The school needs to**

have a vibrant and modern curriculum, one that is coordinated across subjects and years. This should be delivered by highly qualified teachers with a personal interest in the mission of the school. This must take place safely, in good facilities, with ample resources. This must be done in conjunction with the assistance and supervision of outside entities: social services, safety officials, and state officials, to name a few. If the school can offer this, then it can draw students with the inclination and support system to succeed.

Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. Implementing and carrying out policy at the highest level of the institution. Making decisions or recommendations with regard to specific prospective or current employees. Advising on the myriad of concerns of administering a school, such as employee qualifications, compensation, benefits, and professional development. Ensuring the fiscal management of the institution. Providing for a safe, ethical, and supportive work environment. Ensuring the education and welfare of every student in the school.

21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. **I have.**
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. **Most anyone you ask who knows me well will speak highly of me, with regard to my successes as an educator, my character, and my caring and concern for others. Having said this, I must add, one does not last long in this field without encountering personality conflicts. We regularly deal with upwards of 100 people a day. I have opinions about education, and values, in every area, supported by research and by my own experience. I have spent most my life in the best of schools and have a vision of what would make them even better. I have a scrutinizing and introspective sense of humor that I've learned to bury, perhaps not yet as much as I ought. (Schools are a tautological blend of being hysterical and humorless all at once.) What I'll say in my defense is that, in those instances where it is pointed out to me that I might just not be right about something, that I haven't met someone's needs, or that I've caused offense, I strive to be the best of listeners, and to shift my thinking and change my behavior where justified.**

I have the blessing and curse of trying to see things from every possible angle, of weighing all information available to me in decisions, and of doing things thoroughly and to their completion. Where some might surmise I am not listening or slow to answer or too talkative, it is more that I am a scientific, intelligent, and creative person, and the wheels are turning. And though that has led me to come to understand the nature of educational hierarchy, it hasn't, at times, made me the best of players within it. I have a tendency to do, in lieu of what I'm told or supposed to do, that which I think is best for any given situation. If educational revolution has been my goal, I have had to, and will continue to, evolve to survive and to reach it.

This all sounds to me, upon reading it, overly critical of myself, but I hold myself to high standards and do what I can to bring about the best in those around me.

Oh, one more thing, I have a milk crate of notes that will become a book one of these days, whether sooner or later, a book about schools and my life given to them. Though it speaks from personal experience I will be as kind and ethical as I can about respecting the privacy of those I've served and worked with all these years, both past and going forward.

CERTIFICATION

I, **Marc Alan Rosner**, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Hudson River** Charter School is true and correct in every respect.



Signature

February 13, 2011

Date

Marc Alan Rosner

24 Pennford Road

VOICE

• marosner@aol.com

EDUCATION

Columbia University Teachers' College, New York, NY 1992
M.A. in Mathematics and Science Education. Kappa Delta Pi Honors Society.

Wesleyan University, Middletown, CT 1986
B.A. Anthropology with Honors. Additional study in science, writing, and publishing.

Horace Mann High School, Bronx, NY 1982
Graduated *cum laude* with honors in English, science, and mathematics.

TEACHING & ADMINISTRATION

Hastings-On-Hudson High School, NY, *Tenured Science Teacher* 2001-present
Courses: Chemistry, Physics, Health, and Independent Study. Mentor. Committees Served: *Science Assessment, Technology, Building Leadership, and Strategic Planning*. Grants: \$55,000 to date, to modernize curriculum, equipment, and facilities. Currently implementing the use of Vernier computer-interfaced probes and in the Science Department. Volunteerism: I am in my second term as PTSA Vice President; at the Hastings Historical Society, my students and I helped authenticate and conserve items for their Hudson-Fulton Quadricentennial exhibit.

Convent of the Sacred Heart, NYC, *AV & Technology Coordinator; Teacher* 1987-2001
Science teacher to 1996: Advised on renovation of science and computer labs, introduced physics program. Technology Department to 2001: Ran help desk and AV program, purchased & installed hardware, designed hard-drive images, wrote inventory databases, engineered data and AV in new spaces. We led schools in the use of Internet, networking, and wireless computing.

Blind Brook-Rye UFSD, NY, *Director of Information Technology*. 1997-1998
Supervised tech operations for public school district. Completed \$2M bond issue for software, hardware, and LAN development; supervised district technicians and aides; developed curriculum, planned staff training, and coordinated with regional and state services.

CONSULTING & BUSINESS

MARChaeology, Hastings-on-Hudson. 2008-present
I own a part-time antique and estate business, specializing in numismatics, jewelry, and art. I have an online store and rent space in two brick-and-mortar stores here and at the NJ Shore.

American Association for Advancement of Science, Washington, D.C. 1996-present
Field Reviewer of books, software, and audiovisual materials for *AAAS Science Books & Films*.

Scientific American, New York, NY 1990-2009
Founder & Consulting Director, *Scientific American Outreach*. Developed products for the education market, presented at conferences, and conducted corporate research. Produced and edited the *Scientific American Teacher Kit*. Supervised a donation campaign that brought 30,000 subscriptions to honors students and teachers over nearly two decades.

National Science Teacher's Association, Arlington, VA 2002-2007
Served consecutive three-year terms for *The Science Teacher*, the major peer-reviewed journal in secondary science education; first as a member of the Editorial Review Board, and then as Column Editor for the "Ask the Experts" section.

Simon & Schuster, Parsippany, NJ 1998-1999
Advised Silver Burdett Ginn and CCC in the development of *Discovery Works* science program.

Classroom Connect, El Segundo, CA 1996-1998
Wrote books and lessons on teaching math and science with the Internet.

Past Clients include: American Museum of Natural History, Columbia University, John Wiley & Sons, McGraw-Hill, Peregrine Publishers, TERC/Labnet, and von Holtzbrinck Publishing.

SELECTED PUBLICATIONS & PROJECTS

Science Fair Success With The Internet 1999, 2006
Student science experiments that use the Internet as a supporting resource. 120 pages. Enslow Publishers, Inc., Springfield, NJ. Second edition published Spring, 2006.

"Citizen Roundtable: A Nuclear Debate" January 2004
The Science Teacher. Role play on nuclear issues referencing state science standards.

"Nerve Cell Infomercials" 2000
Scientific American Frontiers on PBS. Online biological classroom activity available at <http://www.pbs.org/saf/1101/teaching/teaching3.htm>. My seventh piece for them.

Scientific American Great Science Fair Projects 2000
Developmental Editor. Updated historic Amateur Scientist experiments for Middle School level.

"Kitchen Chemistry" Fall 1998
Scientific American Explorations. The science of baking, for the premiere issue of a new family science magazine.

Space Day Curriculum (Scientific American & Lockheed Martin) Spring 1998
Sciam.com. Online physics curriculum for astronomy education.

Teaching Math With the Internet, Teaching Sci. With the Internet 1997-1998
Lesson plans and classroom activities. 128 pages. Classroom Connect, Lancaster, PA.

"Change in the Classroom" April 1997
The Science Teacher. Using numismatics to study chemistry, physics, and physical science.

"Investigating Emotion & Memory" January 1997
The Biology Place. Peregrine, <http://www.biology.com>. Interactive, national student experiment.

"GRASPing The Morphology and Electrostatics of Macromolecules" August 1995
Columbia University Department of Biochemistry and Molecular Biophysics. Using computers to explore enzyme/substrate interactions. I received community commendations for this work.

AWARDS

Columbia University Summer Institute for Science Teachers 1994-1995
Named fellow, funded by New York Times Foundation and Charles Edison Fund.

The Joseph Klingenstein Summer Institute June 1990
Columbia University Fellowship awarded for excellence in teaching.

New York State Empire Challenger Scholarship August 1990
Two year graduate scholarship for promise in teaching.

CERTIFICATIONS AND PROFESSIONAL MEMBERSHIPS

New York State permanent licenses in chemistry, biology, physics, and general science.
Membership past and present in AAPT, AAAS, AMA, NSTA, STANYS, Kappa Delta Pi. NSTA certified.

PERSONAL

I live in Westchester with my wife, Christine, Math Specialist to Irvington School District; our daughter, Keira, 11; and identical twins Kimberly & Caroline, 7. My interests include hiking, archaeology, landscaping, and coin collecting.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Dr Charles J. DiComo, 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

2011-03-28

Date

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

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

Name: *Dr. Charles J. DiComo*

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: *Hudson River 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.):
TBD

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

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

22. 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.

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

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

I was first introduced to Gail Osterman by a mutual friend, Harry Horowitz, the Director of the Professional Development Center at SUNY Westchester Community College (WCC). This suggested meeting from Harry for the both of us to meet had followed a speaking engagement I had been asked to be the keynote address speaker for ay NY Medical College during the launch of the NY BIOHUD Valley, of which I am a founding member. During that first meeting with Gail, she shared her passion and mission for the Hudson River Charter School (HRCS) and I was immediately engaged. Following this initial meeting, I was asked of my opinion on the HRCS, whom I knew that would support this endeavor, whom we could engage in the community as possible Board members, who would champion this campaign. Following those introductions and fruitful meetings yielding letters of support, I was asked to partake in this vision and mission. And I could not say no.

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

I have a longstanding interest in strategic philanthropy, as well as community and giving back. In my family, community and career life I have strived to lead from the front, by example for my children and colleagues, holding key values and principles above all else.

I have the awareness, time and commitment to education (having taught throughout my career at various levels) and desire the opportunity to serve those students deserving of their time and attention. Serving on this Board, of a Charter School, open to all, dedicated to the sciences, is very near and dear. It would be an honor.

26. 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):

27. 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 report this indiscretion to the proper authorities, so that a complete investigation could be undertaken and the appropriate steps taken.

Educational Philosophy

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

As I understand, The Hudson River Charter School's mission shall be to provide a rigorous education, with a strong emphasis on science, mathematics, engineering and technology to Kindergarten through 6th grade children of various learning profiles and socio-cultural backgrounds. Through this mission, these children will develop foundations for learning and thinking which shall prepare them for triumphs in post-high school education and their future career paths.

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

As I understand, science shall be the backbone of the educational program, in alignment with the NYS Common Core Learning Standards. By incorporating science, math, engineering and technology with English language arts and reading, writing and listening/speaking skills, a more well-rounded and socially cognizant individual shall be formed.

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.

While charter schools vary in their teaching and learning methodology, curricula, student assessment measures, and administrative structure, there are some characteristics that I believe define a successful charter schools. They are to be: (1) Tuition free; (2) Non-sectarian; (3) Non-discriminatory; and (4) to have Open Admissions.

It would be the charge of the Board to ensure there characteristics and to expand beyond these four as new avenues for improvement are presented.

Other

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

As I understand it, before a public charter school opens, a steering committee shall determine how the initial Board shall be selected, how succeeding members shall be added (by appointment or election), the length of term, the required training, the expectations for conduct, the conflict of interest guidelines, the individual roles and responsibilities, the emergency protocols, the procedures for meetings, workshops, and committees, and board evaluation. Following this process, the founding Board Members shall also establish policies for handling conflict and working with Board Members who are no longer productive or are stressed to keep their commitment. In addition, many of these decisions shall be written into the by-laws and/or board policy manual. A Board Member should also exhibit a number of characteristics to ensure that the Board can be effective, including but not limited to a clear understanding of the charter, a passion in the mission and vision and the ability to promote both, the

ability to partner with the leadership of the school and other stakeholders, the ability to focus on strategies to enhance the school for all participants, 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 that I have read and understood the Hudson River Charter School application, by-laws and proposed policies.

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

Curriculum vitae

Dr. Charles J. DiComo, Ph.D.

102 Old Pawling Road
[REDACTED]

EXPERIENCE:

Aureon Biosciences, Inc., Yonkers, New York

2011-Present Corporate Compliance Officer

Report to President/CEO and Board of Directors. Developed, implemented, and manages the Compliance Program, monitoring Aureon's day-to-day compliance activities and ensuring the appropriate licensing, marketing and legal compliance of Aureon's medical products, combining his knowledge of scientific, legal and business issues to ensure product safety. Furthermore, is accountable for all responsibilities of the Manager of QA/QC, QA and Validation Engineers, as well as oversight of the Company's Intellectual Property portfolio.

2010-2011 Vice President of Operations

Report to President/CEO. Has complete oversight of day-to-day commercial operations, sales and customer support, corporate compliance and the Company's intellectual property portfolio. Under his guidance, Aureon has seen 11 patents issue by the USPTO on the core Systems Pathology technology platform, has launched two commercial prognostic tests for direct sale to physicians to assist in the treatment of their prostate cancer patients not only in the U.S., but Europe, and recently extended their clinical facilities to 28,000 sq² in 2010.

2005-2009 Director of Laboratories

Report to President/COO. Established and currently managing the Clinical Diagnostics/Prognostics Laboratories. Developed the appropriate logistics, forms, protocols and procedures for the launch of Aureon's clinical diagnostic/prognostic tests. Worked closely with the sales organization with technical support to insure maximum sales penetration of Aureon's diagnostic/prognostic tests, including Prostate Px and Prostate Px ⊕.

Responsible for hiring and training the Laboratory staff required to deliver diagnostic services, as well as budget and P&L responsibilities for the department. Responsible for Laboratory infrastructure of both the clinical diagnostics/prognostics and the research and development laboratories. Maintained overall Project Management responsibility for all Laboratory projects and collaborations, insuring quality compliance and maintenance of timelines established for each project. Instrumental in Aureon being awarded national accreditation by the Commission on Laboratory Accreditation of the College of American Pathologists (CAP) based on the results of on-site inspection showing no deficiencies, providing Aureon the necessary credibility to work in the pathology arena. Instrumental in Aureon receiving and maintaining its NYS DOH Clinical Laboratory Permit ("zero" deficiencies six years running), its CLIA certification, and all out-of-state clinical lab licenses.

2004-2005 Director, Operations & Quality Systems, Senior Scientist

Report to CEO/President. Directly responsible for the management and day-to-day operations of the CLIA-certified Clinical Laboratory and Corporate Office, which includes a laboratory of PhD Scientists, MD Pathologists, and Technicians. Work closely with researchers on Project Design, Management, Flow, and Implementation.

Direct Quality Systems; lead the Quality Control and Assurance Management Teams. Implemented the Corporate Quality Assurance Plan, GLP and SOP Document Standards. Responsible for interactions with the City of Yonkers, the County of Westchester, the State of New York, CAP, OSHA and the FDA for permitting, proficiency and compliance programs.

2002-2004 Manager of Laboratory Operations & Research Scientist

Report to CEO/President and COO. Directly responsible for the day-to-day operations of the Laboratory. Oversee the Environmental Health and Safety Division; enforce the Safety and Chemical Hygiene Plan; coordinate OSHA Laboratory Safety Training. Administer all in-house, on-line purchasing systems and document/periodical request services. Negotiate contracts, service and preventative maintenance agreements with all Laboratory and Operations vendors. Performed early stage R&D test protocols leading to the construction of Aureon's proprietary platforms.

Co-founding Scientist; sited the present location of Aureon's Corporate, Clinical Laboratory and Research and Development Headquarters. Designed the original architectural plans for both the corporate offices and clinical laboratory facilities, managed the original 14,000 ft² build-out, as well as the 5500 ft² expansion.

Memorial Sloan-Kettering Cancer Center, Division of Molecular Pathology, New York, New York

2000-2002 Laboratory Head, Research Associate, Leukemia & Lymphoma Society Special Fellow

Report to Director of the Division of Molecular Pathology. Managed & coordinated day-to-day operations of 8000 ft² Laboratories. Supported the scientific direction of a 16-person research group; including Post-Doctoral Fellows, Graduate Students, and Technicians.

Conducted independent research as part of the New York p53 Consortium, an interdisciplinary and collaborative five-lab, multi-institutional NCI-funded Group formed to study the tumor suppressor p53 and its family members.

Reviewed Grant applications, reviewed scientific manuscripts for *Genes & Development*, *Molecular Cell*, *Trends in Genetics*, *Oncogene*, *Molecular and Cellular Biology*, etc., published in peer-reviewed Journals, coordinated Departmental and multi-laboratory seminars/symposia.

Columbia University, Department of Biological Sciences, New York, New York

1996-2000 Damon Runyon-Walter Winchell Cancer Research Fund Post Doctoral Fellow

Independent Research with a dedicated Graduate Student and Research Technician. Granted 425 ft² Laboratory space by the Department of Biological Sciences and Principal Investigator; reviewed manuscripts; published in peer-reviewed Journals; coordinated of the Departmental Post-Doctoral Fellow Society.

State University of New York at Stony Brook, Department of Genetics, Stony Brook, New York

1992-1996 Graduate Student (research performed at Cold Spring Harbor Labs via a joint program)

Independent Research; 4 year Program; reviewed manuscripts; authored and published in peer-reviewed Journals; coordinated Graduate Student Seminar Series.

Cold Spring Harbor Laboratory, Delbrück Page Bldg, Cold Spring Harbor, New York

1989-1991 Research Assistant

Responsible for Independent Research Projects; presentation of weekly results during a Five-Laboratory Group Meeting; maintained laboratory equipment and managed PM contracts and service agreements; coordinated inter-laboratory softball and volleyball tournaments.

C. W. Post Campus of Long Island University, Department of Biology, Brookville, New York

1986-1988 Undergraduate Student Research

Responsible for Independent Research Projects, Molecular Biology and Bacterial Disease Laboratories, Infectious Disease gene isolation, protein biochemistry in Dr. K. Nath's research lab.

EDUCATION:

Ph.D., Genetics - State University of New York at Stony Brook, 1996

M.S., Molecular and Cellular Biology - C. W. Post Campus of Long Island University, 1989

B.S., Genetics, *cum laude* - C. W. Post Campus of Long Island University, 1988

FELLOWSHIPS & GRANTS:

- LLS 3956 The Leukemia & Lymphoma Society – Regulation/Function of p63 and p73: Relatives of The Tumor Suppressor p53. PI: C. DiComo – Sponsor: C. Cordon-Cardo, 07/01/00 – 06/01/03 Total Cost \$135,000.
- DRG 1427 The Cancer Research Fund of the Damon Runyon-Walter Winchell Foundation – Restoring Wild-Type Function to Mutant p53 Proteins. PI: C. Di Como – Sponsor: C. Prives, 01/01/97 – 12/31/99 Total Cost \$98,500 (20/210).

PROFESSIONAL CERTIFICATIONS:

Laboratory Director – DICOC1, Dept. of Health, New York State (2004 – Present)

Laboratory Director, Out-of-State, Rhode Island (2008 – Present)

Laboratory Director, Out-of-State, Commonwealth of Pennsylvania (2009- Present)

Laboratory Director, Out-of-State, Florida (2009 - Present)

Laboratory Director, Out-of-State, California (2009 - Present)

Laboratory Director, Out-of-State, Maryland (2009 - Present)

PROFESSIONAL TRAINING:

Kellogg Executive Biotechnology: Science for Managers, Northwestern Univ. Kellogg School of Management, 2005

AWARDS & HONORS:

- Certificate of Merit, Pharmacia Biotech & Science Prize for Young Scientists, 1997
- Sigma Xi Award Excellence in Research, Ph.D. dissertation, 1996
 "Nutrient Signaling Pathway Causes Tap42 to Bind to Type 2A PPAses"
- *Cum laude* C. W. Post Campus of Long Island University, 1988

AFFILIATIONS/BOARDS/COMMITTEES:

- The Business Council of Westchester, Board of Directors, 2011 - *present*
- Hudson River Charter School, Board of Directors Member, 2011- *present*
- The Business Council of Westchester, Coalition for Business Development, Legislative & Regulatory Subcommittee, 2011 - *present*
- Sector Lead, Biotech Westchester/Putnam Workforce Investment Board (WIB), 2010 – *present*
- City of Yonkers, Downtown Waterfront Rezoning Steering Committee, 2010 - *present*
- Member, Association for Molecular Pathology, 2007 - *present*
- Member, Council of Philatelists, National Postal Museum of the Smithsonian Institution, 2005 – *present*
- Executive Committee, The International Philatelic Exhibition – NY 2016, 2005 - *present*
- Board of Directors, The U.S. Philatelic Classics Society, Inc., 2004 – *present*
- Associate Member, Sigma Xi, Columbia University, 1997 - 2000
- Associate Member, Sigma Xi, S.U.N.Y. at Stony Brook, 1996
- Aesculapius Premedical Honor Society, President (2 yrs), 1984 - 1986
- $\beta\beta\beta$ National Biological Honors Society (Upsilon Phi Chapter), V.P. (1 yr), President (2 yrs), 1984 - 1987

COMMUNITY OUTREACH:

- Yonkers Partners in Education, Speaker's Bureau participant
- Hudson River Charter School, Strategic Planning Committee

EDITORIAL BOARDS:

- 2008 – present Ad hoc Reviewer *American Journal of Pathology*
- 2007 - present Ad hoc Reviewer *Yeast*
- 2004 - present Ad hoc Reviewer *Trends in Biochemical Sciences (TIBS)*
- 2004 – present Ad hoc Reviewer *Molecular and Cellular Biology*

ACADEMIC LECTURES BY INVITATION:

- "The p53 Gene Family – an Ever-Expanding Circuit", MSKCC, Human Genetics Research in Progress Seminar Series, Oct. 2001.
- "The p53 Gene Family - What have We Learned?" MSKCC, Research in Progress Seminar Series, Feb. 2001.
- "The p53 Gene Family: from Flies to Man", Duke University Medical Center, May 9-11, 2000.

ACADEMIC PRESENTATIONS BY INVITATION:

- P73 Function is Inhibited by Tumor-Derived p53 Mutants in Mammalian Cells. Yeast Genetics & Human Disease II, Univ. of B.C., Vancouver, Canada, Jun. 24-27, 1999.
- P53 Mutants exert a Dominant Inhibitory Effect on p73 Function. Cancer Genetics & Tumor Suppressor Genes, CSHL, NY, Aug. 19-23, 1998.
- Human Tumor-Derived p53 Proteins Exhibit Binding Site Selectivity and Temperature Sensitivity for Transactivation in a Yeast-Based Assay. 9th International p53 Workshop, Elounda Conference Center, Crete, Greece, May 9-13, 1998.
- Sap Proteins are Associated with and Required for SIT4 Function. The Cell Cycle, Cold Spring Harbor Laboratory, NY, May 15-19, 1996.

PUBLICATIONS:

1. Di Como, C.J., Bose, R., and Arndt, K.T. (1995). Overexpression of Sis2, which contains an extremely acidic region, increases the expression of SWI4, CLN1, and CLN2 in sit4 mutants. *Genetics* 139(1): 95-107.
2. Di Como, C.J., Chang, H., and Arndt, K.T. (1995). Activation of CLN1 and CLN2 G1 cyclin gene expression by Bck2. *Mol. Cell. Biol.* 15(4): 1835-1846.
3. Luke, M.M., Della Seta, F., Di Como, C.J., Sugimoto, H., Kobayashi, R., and Arndt, K.T. (1996). The Saps, a new family of proteins, associate and function positively with the Sit4 phosphatase. *Mol. Cell. Biol.* 16(6): 2744-2755.

4. Di Como, C.J., and Arndt, K.T. **(1996)**. Nutrients, via the Tor proteins, stimulate the association of Tap42 with type 2A phosphatases. *Genes and Dev.* 10: 1904-1916.
5. Di Como, C.J., and Prives, C. **(1998)**. Human tumor-derived p53 proteins exhibit binding site selectivity and temperature sensitivity for transactivation in a yeast-based assay. *Oncogene* 16(19): 2527-2539.
6. Di Como, C.J., Gaiddon, C., and Prives, C. **(1999)**. P73 function is inhibited by tumor-derived p53 mutants in mammalian cells. *Mol. Cell. Biol.* 19(2): 1438-1449.
7. Cardenas, M.E., Cutler, N.S., Lorenz, M.C., Di Como, C.J., and Heitman, J. **(1999)**. The TOR signaling cascade regulates gene expression in response to nutrients. *Genes & Dev.* 13(24): 3271-3279.
8. Nath, K., Sarosy, J.W., Hahn, J., and Di Como, C.J. **(2000)**. Effects of ethidium bromide and SYBR® green I on different polymerase chain reaction systems. *J. Biochem. Biophys. Methods* 42(1-2): 15-29.
9. Ollmann, M., Young, L.M., Di Como, C.J., Karim, F., Belvin, M., Roberts, S., Whittaker, K., Demsky, M., Fisher, W.W., Buchman, A., Duyk, G., Friedman, L., Prives, C., and Kopczynski, C. **(2000)**. Drosophila Dmp53 is a structural and functional homologue of the tumor suppressor p53. *Cell* 101(1): 91-101.
10. Nath, K., Sarosy, J., Di Como, C.J., Tran, T., and Keisner, A. **(2000)**. An evaluation of the ERIC-PCR profiles generated from *Gardnerella vaginalis* genomic DNA. *Mol. Biol. T.* 1(3): 71-78.
11. Hoos, A., Stojadinovic, A., Mastorides, S., Urist, M.J., Polsky, D., Di Como, C.J., Brennan, M.F., and Cordon-Cardo, C. **(2001)**. High Ki-67 Proliferative Index Predicts Disease-Specific Survival in Patients with High-Risk Soft Tissue Sarcomas. *Cancer* 92(4): 869-74.
12. Di Como, C.J., Urist, M.J., Babayan, I., Drobnjak, M., Hedvat, C., Teruya-Feldstein, J., Hoos, A., Pohar, K., and Cordon-Cardo, C. **(2002)**. p63 Expression patterns in Human Normal and Tumors Tissues. *Clin. Canc. Res.* 8(2): 494-501.
13. Di Como, C.J., Urist, M.J., Lu, M., Charytonowicz, E., Verbel, D., Crum, C.P., Ince, T.A., McKeon, F.D., and Cordon-Cardo, C. **(2002)**. Loss of p63 Expression Associated with Tumor Progression in Bladder Cancer. *Am. J. Pathol.* 161(4): 1199-206.
14. Torres, J., Di Como, C.J., Herrero, E., De La Torre-Ruiz, M.A. **(2002)**. Regulation of the Cell Integrity Pathway by Rapamycin-Sensitive TOR Function in Budding Yeast. *J. Biol. Chem.* 277(45): 43495-504.
15. Brinck, U., Ruschenburg, I., Di Como, C.J., Buschmann, N., Betke, H., Stachura, J., Cordon-Cardo, C., and Korabiowska, M. **(2002)**. Comparative Study of p63 and p53 Expression in Tissue Microarrays of Malignant Melanomas. *Int. J. Mol. Med.* 10(6): 707-11.
16. Puig, P., Capodiceci, P., Drobnjak, M., Verbel, D., Prives, C., Cordon-Cardo, C., and Di Como, C.J. **(2003)**. p73 Expression in human normal and tumor tissues: loss of p73alpha expression is associated with tumor progression in bladder cancer. *Clin Cancer Res.* 9(15): 5642-5.
17. Bernassola, F., Salomoni, P., Oberst, A., Di Como, C.J., Pagano, M., Melino, G., and Pandolfi, P.P. **(2004)**. Ubiquitin-dependent degradation of p73 is inhibited by PML. *J. Exp. Med.* 199(11): 1545-57.
18. Hedvat, C.V., Puig, P., Teruya-Feldstein, J., Capodiceci, P., Dudas, M., Pica, N., Oin, J., Cordon-Cardo, C., and Di Como, C.J. **(2005)**. Expression of p63 in Diffuse Large B Cell Lymphoma. *Appl. Immunohistochem. Mol. Morphol.* 13(3): 237-42.
19. Di Como, C.J. and Jiang, Y. **(2006)**. The Association of Tap42-Phosphatase Complexes with TORC1 – Another Level of Regulation in Tor Signaling. *Cell Cycle* 5(23): 2729-32.
20. Han, S.Y., Gai, W., Yancovitz, M., Di Como, C.J., Polsky, D. **(2008)**. Nucleofection is a highly effective gene transfer technique for human melanoma cell lines. (*Exp Derm*, published online: 27-Feb-2008, doi: 10.1111/j.1600-0625.2007.00687.x)
21. Yancovitz, M., Gai, W., Yoon, J., Osman, I., Di Como, C.J., and Polsky, D. **(2010)**. HDM2 Regulation in Melanoma: multiple mechanisms potentially at work. (Manuscript Submitted)

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

March 31, 2011

Date

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

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

Name: Ramesh N Shah
(Include preferred honorific.)

Daytime Telephone _____

Home Mailing Address: Armonk, NY 10504

Personal E-Mail/Fax:

Business Address: NA

Business E-Mail/Fax: NA

Charter School Name: Hudson River Charter School (HRCS)

Charter School Address: Yonkers, NY

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

Board of Trustees

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

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

Background

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

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

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

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

In October 2010, I was introduced to Gail Osterman and Marge White who are the leaders of HRCS. They explained the concept of HRCS and the unique opportunity it would provide to the students and parents of Yonkers.

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

I am a firm believer in the mission of HRCS – to educate children of various learning profiles and cultural backgrounds, to engage students in a rigorous and inclusive academic program, to focus on science and math and to integrate studies around the Hudson River and its valley.

·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 Community Access, a well established not-for-profit in New York City that provides housing and life skills to almost 2,000 mentally challenged and homeless clients. I chair the Finance Committee at CA. I also have over 30 years of significant business experience running large organizations. I believe my background will be very valuable to HRCS especially in the areas of effective management, finance, governance and development.

·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/o rehabilitation; any documentation attesting to your good conduct or

your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is

conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

None. Yes.

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

If I were to perceive a 'conflict of interest' situation, I would immediately notify the board of trustees, request all available documentation, convene the board to immediately review the situation and, if appropriate, support a decision to terminate the membership of the trustee responsible for the conflict of interest'

Educational Philosophy

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

The mission of HRCS is to prepare students to achieve high levels of literacy, mathematics and science and to integrate the studies around the Hudson River and its valley.

18. Please explain your understanding of the educational program of the charter school. HRCS will engage students in a rigorous and inclusive academic program. The STEM concept will be the core. There will be special daily emphasis on science and math with technology infused into the instruction. The school day will be approximately 25% longer than the typical school day and there will be a strong focus on Individual Student Success Plans for monitoring individual learning.

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

A successful charter school should represent an innovative school of choice that has a clear focus on a rigorous and inclusive academic program; careful monitoring to ensure that students achieve high levels of literacy, mathematics and science; development of critical thinking and problem solving skills; and development of students as good citizens

Other

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

As a member of the board of trustees of HRCS, I will work with my fellow board members to establish the mission and direction of the school; to support, promote and periodically review the mission of the school; to ensure that the school operates in an educationally sound manner that results in the achievement of its goals; to maintain the highest standards of governance and integrity; and to cultivate positive community relations.

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

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

22. Please provide any other information that you feel is pertinent to the Department's review. From a personal perspective, I believe I have extensive skills to contribute to contribute to the success of HRCS. I have successfully managed large companies, developed new businesses and ensured the financial operational and regulatory integrity of many organizations. I also have been very active board member of a large not-for-profit, in New York City. I intend to be very engaged in the development and ongoing expansion of HRCS and in building a strong and qualified board.
-



Ramesh Shah
Chairman – WNS Global Services
(NYSE: WNS)

NYSE: WNS

From 2005 to 2010, Ramesh Shah was the Chairman of WNS Global Services, a leading provider in offshore outsourcing solutions to the Global 500. During this period, WNS experienced significant growth in revenues from \$100 MM to \$400 MM and in profits from \$10 MM to \$45 MM. Mr. Shah spearheaded the successful IPO of WNS on the NYSE. WNS established a global operating footprint with over 21,000 employees located in India, Philippines, Sri Lanka, Romania, the UK and the US.

Mr. Shah has a strong track record of success in building new businesses and repositioning slow growth businesses for leading financial institutions and business services companies. He is skilled in business strategy, marketing and team building with a strong focus on change management for revenue and profit growth. An energetic, confident and strong leader and operating executive, responsible for managing large operating businesses, he has also served in pivotal strategy roles during his career.

As Chairman of WNS, Mr. Shah was responsible for managing the Board of Directors, working closely with key investors, establishing corporate strategy, engaging actively in mergers and acquisitions and leading relations with major clients.

Prior to joining WNS, Mr. Shah's success at American Express, Shearson-Lehman Brothers, NatWest Bank and GreenPoint Bank demonstrate his ability to set strategies and effectively execute them.

During his 13-year tenure at American Express, from 1978 to 1991, Mr. Shah held key management roles in the Travelers Cheques and Card businesses. Mr. Shah managed American Express' largest revolving credit product, with one million customers and \$1 billion in receivables. Mr. Shah was responsible for increasing net profits from break even in 1985 to \$18 million in two years. Mr. Shah introduced measures to integrate direct mail, telemarketing and print advertising campaigns, which resulted in an increase in revenues by 30% during this period. At American Express, Mr. Shah was also the President of the broker/dealer that introduced a range of deposit and asset products for cardmembers.

Through a program called Preferred Client Accounts, Mr. Shah's next opportunity was at Shearson Lehman Bros. from 1991 to 1994 where he led an initiative to integrate investment, lending and banking services. He was responsible for marketing new services with campaigns targeted at 2 million clients and 9,000 brokers. Through updated product positioning and new field compensation structure, Mr. Shah was credited with growing fee revenue by 30%. Mr. Shah was also responsible for developing annuity products that generated \$200 million in assets.

At Greenpoint Bank, from 1996 to 2004, Mr. Shah was CEO for the Retail Bank with \$13 billion in deposits and income of \$170 million. He transformed the organization within three years and revitalized the sales culture within the retail bank by expanding product lines, targeting key customers, and creating a focus on revenue growth. The unit achieved strong growth in market share, 10% annual growth in households served, and 30% annual growth in accounts and fee income. Mr. Shah was responsible for increasing the branch network by 25% in eighteen months and consistently exceeded profit goals.

Mr. Shah is on the board of Community Access, a leading non-profit organization that provides housing and support services in New York for the homeless and for people with mental illness. Mr. Shah chairs the Finance Committee at Community Access.

Mr. Shah has a BA from Bates College (Phi Beta Kappa, Dana Scholar) and an MBA from Columbia University.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

March 28, 2011
Date

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

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

Name: Ezequiel Herrera-Rodriguez _____
(Include preferred honorific.)

Daytime Telephone: ([REDACTED])

Home Mailing Address: _____ Fort Lee, NJ _____

Personal _____ **E-Mail/Fax:** _____

Business Address: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
10701 _____

Business E-Mail/Fax: [REDACTED]
[REDACTED]

Charter School Address: _____ Yonkers, NY _____

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

_____ Community Representative

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

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

Background

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

29. 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. I am much older than 18 y/o

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

31. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through Ms. Gail Osterman and Ms. Marge White.

32. Please explain why you wish to serve on the board. As a religious and community leader involved in the betterment of the community of Yonkers, I believe I can serve and be an asset to my community serving on the board.

33. 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): No, this does not apply to me.

34. 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. No, 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. Yes. No, 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 / we do not know any such persons. Yes. **I / we do not know any such persons** 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. **I / we do not know any such persons**
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. **No.**
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 will bring this issue to the rest of the board members attention, and then supply with any documentation or proof, and finally if the accusation proves true, look into possible termination.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. **To educate children of various learning profiles and cultural backgrounds. To create a foundation for life long learning, thinking and achieving through use of a Stem program (Science, Technology, Engineering and Math) aligned with NYS standards and incorporating the Hudson Valley into the curriculum. This is done to prepare students for tomorrow job market and to inspire respect for their local environments.**
18. Please explain your understanding of the educational program of the charter school. **Yes, I understand the educational program of the charter school. It is designed to help all students achieve success so that they might become productive members of society. It also seeks to prepare students for the technological society of the future.**
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **The Charter School should be tolerant of differences, rigorous and its educational programming, attract an excellent teacher staff with demonstrated successes, longer school days, students success plan, with contained the data to keep track of children successes and needs, frequent monitoring of the students success plan, strongly connected to the community**

(understanding needs and culture), and finally and most importantly a caring and safe environment. The Board needs to make sure that they oversee that all of the above are implemented.

20.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **The role of the Public School Charter members includes making sure that the school is financially sound. They should also be involved in the hiring process of potential teachers and staff. They should look for data that supports the fact that the school is accomplishing its goals. They should ask lots of questions about the information they are not clear about, and finally they should attend all meetings, make recommendations and support the school in any responsible way necessary.**
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. **As Pastor and spiritual leader of three faith communities, I can be a well of information, guidance and advise not only for the community with whom I interact with on a regular basis, but also for the community at large. Churches and faith-base organizations are places where people go to get sound counseling and accurate information. I am and stand in those places to be and to provide the best possible information for the benefit of our communities.**



Ezequiel Herrera-Rodriguez

Experience

2006–Present Good Shepherd P. C. Yonkers, NY

2011-Present South Presbyterian Church

Yonkers, NY

Solo Pastor

- Increased membership.
- Doubled leadership development and participation.
- Brought fiscal discipline and eliminated wasteful spending.
- Moved the Congregation towards a more Christ-center, ministry-focus Church.
- Significantly increased worship attendance.
- Increased pledges and financial support for the ministries we have.
- Built bridges with the community and City officials.
- Moved the Church from an idle building towards a place where the community feels safe, appreciated and have educational opportunities.
- The Church is viewed by the Community as a Safe Haven place for at risk children, and youths.
- Transformed the ambience and atmosphere from a quasi-social club to a family/community oriented Church.
- Brought a sense of Ministry and purpose.
- Brought Spiritual energy through lively worship and Christ-center, Dietrich Bonhoeffer preaching style.
- Moved the Church from a *perhaps mentality* towards a hopeful Congregation.
- Revitalized and encouraged the growth of Boys Scout (of America) Troop #4.
- Introduced and support the celebration of special events such as: Service for Healing and Wholes (Sept. 11, 2001 and those who has lost loved-ones).
- Brought Federal agencies (Census Bureau, Dept. Of Labor, Immigration Lawyers) to educate the community and church about pressing social issues facing the community.

2004–2006 Presbyterian Churches of Yonkers. Yonkers, NY

Community Out Reach Pastor

- Initiated and built a Bilingual Worship Service with contemporary music and format.
- Built ESL for non- English speaking and & Spanish as Second language for English speaking people.
- Implemented training course for new recruits — Spanish membership went from 1% or 2% to 30% to 35%.
- Built a Computer Laboratory with Basic Training venues for the community.
- Changed and brought awareness of the need of the Churches to look beyond the church's gates and walls and reach out to the neighborhood and community where it is located.
- Brought non-for-profit organizations and City's agencies to bring educational training to the community.

2002–2004 Presbyterian Churches of Yonkers. Yonkers, NY

Youth Minister

- Built a Youth ministry from the ground up to serve the needs of the youngster of the three Presbyterian Churches of Yonkers.
- Introduced and built a bi-weekly Bible Study.
- Introduced and developed Theology in the Theater (motion pictures).
- Taught and trained youngsters in leading Worship services, and teaching a Sunday School class lesson.
- Brought several educational opportunities fro our youngster such as Gang Prevention, School Violence, and Career/Future Discernment.
- Introduced the teens and youngsters to social involvement such as spending time with the elderly and helping them with their chorus, reading to younger kids, and doing other community-type work.

1997-2001 Ft. Was Hts. PC. New York, NY

Assistant Administrator

- Administered the Church for over 4 years.
- Increased revenues for the Church maximizing the use of the facilities.
- Brought in community organizations to serve the community such as (Women against Domestic Violence, AA groups, New York City Dept. of Aging (Senior Citizen Center).
- Brought sound fiscal policies to the church.
- Minimized or eliminated wasteful expenses.
- Encouraged and built a financial base for many ministries within the Church.

Education

2008-2009	Pace University School of Law White Plains, NY.
1998-2001	Princeton T. Sem. Dept. Cont. Ed. Princeton, NJ
1995-1996	Fordham University, NYC, NY
1995	Lehman College, Bronx, NY
1987-1993	UNPHU School of Law, Dom. Rep.

Interests

Baroque Music, Avid Reader, Swimming, Horse-back riding, Bike Riding

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

March 2, 2011_____

Signature

Date

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

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

Name: Gayle M. Cratty

(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal **E-Mail/Fax:**

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED] /

Charter School Name: Hudson River Charter School

Charter School Address: _____

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

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

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

Background

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

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

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

- 38. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was interviewed by the founding member, Gail Osterman who provided me with extensive reading material of how the STEM (Science, Technology, Engineering and Math) Charter School curriculum was being designed for implementation.

- 39. Please explain why you wish to serve on the board. I wish to serve on this board because I believe strongly in the ideologies and methodologies being designed. I believe that the way each educational program is designed has been thought through with great precision for the child's productiveness and efficiencies of a true learning environment. It runs deep within the core of what I believe is a valued and concrete educational process that the STEM curriculum will provide to each child.

- 40. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. X Yes. (Include description here): I serve on eight boards as listed in my CV. I founded a not-for-profit in 1992. As the Executive Director, I was responsible for all aspects of the organization. I have experience in fundraising, managing employees with very minimal turnover in a fifteen year period while successful keeping the organization at a no-fee for children with developmental disabilities. I currently work in the field of community relations and development for a residential school for children with developmental disabilities. I have a wealth of experience in fundraising, strategic planning, board governance, community relations, human resources, education (I

taught German, English and Computer literacy for 8 ½ years before going into the business world.

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

X No, 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.

X No, 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. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here: I know Rudyard Whyte, Esq. through church, otherwise I do not know any of the other members of the board.

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

X No 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.

X No Yes.

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

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.
X 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.
X 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.
X 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. X 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.
X 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. This situation more than likely would not occur because each board member will have completed a Conflict of Interest document. If it would occur, it would be the responsibility of the board

member to bring it to the attention of the board chair and they would have to step down.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the STEM Charter School is to educate children of various learning profiles and cultural backgrounds. Through integrated studies centered on the Hudson River and Valley, students will engage in a unique, rigorous, inclusive academic program that will give them a solid foundation to excel in school while also creating lifelong dispositions for thinking, learning, and nurturing others and the environment. With the addition of both technology and engineering, students will have a more diverse curriculum.

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

The educational program of the charter school will be to incorporate a mix of teaching methods so that students with varying learning styles can achieve success. At the same time focusing on literacy, mathematics, social studies and science, special activities with extended learning time incorporated into the day. Assessing the progress of the children daily will be paramount. The Science, Technology, Engineering and Math (STEM) curriculum will prepare children from an early age for jobs in the science, technology and environment fields.

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 ensure that this charter school is and remains successful. The major steps that the board will need to take to ensure that the charter school is successful is to be sure it maintains the core elements of the mission, that it is financially strong for any programs it seeks to implement, to ensure that the employees are highly qualified to provide an education to the students without compromising the integrity of the Charter School guidelines and to provide oversight in all areas of management of the school. Measuring student achievement and that of the staff will be critical to the success of educating children with a diverse background in learning styles.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. I have a fiduciary responsibility to represent the interest of the children who attend our school, their parents and the community at large, In order to ensure the health of this Charter school, it is imperative that solid fiscal policies are in place. From an Human Resources perspective, the Board of Directors has a responsibility to maintain a quality staff and administration while providing oversight so that the mission is not compromised.

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

understand the charter school application, school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review. I am a mother of two children with very different learning styles. My daughter has Cerebral Palsy and is hearing impaired. She was educated in a school with a medical model, public school in Yonkers (elementary and middle school) before attending and graduating from junior and high school at Henry Viscardi in Long Island. In 2010 she graduated from Westchester Community College and I know the struggles she faced to accomplish what she did so successfully. The choice was not there for her. The same rang true for my son who went from a private non-denominational pre-school, private elementary school to a public elementary and middle school in Yonkers to graduating from IONA Prep. Again, he lost out on the ability to have a quality educational choice. I well understand the opportunities that were not available to my children and would like to see that the children and families seeking choice, have it. All children deserve a quality education that can address their different learning styles.

Gayle M. Cratty

**Business Administration / Development / Fundraising / Grant Writing / Finance
Human Resources / Program Development / Public Relations / Communications /
Marketing**

Executive Director with comprehensive experience in all aspects of not-for-profit leadership. Founded Heartsong, Inc. in 1992, a 501(c)(3) not-for-profit organization, providing music and art therapy to children with developmental disabilities. Influential and committed community volunteer, and former middle and high school educator, with ability to effectively communicate a shared vision using a collaborative style to optimize results and manage change. Demonstrated ability in strategic planning, change management, vision development, organizational design and team building. Widely recognized for the successful creation and leadership of Heartsong, Inc.

Selected Accomplishments

- **Recognized leader with an entrepreneurial mindset and ability to partner with the community to develop, manage and grow a program.** As founder of Heartsong, Inc., I created the business plan that served as the blueprint for Heartsong's future growth and was intimately involved in managing the day-to-day operations of the organization. As Heartsong grew, I was the organization's principle grant writer and development person, achieving revenue goals each year for fifteen years.
- **Developed revenue and client base to grow the Heartsong program to include two modalities (music and art therapy), two sites, an office, expanding the program to serve local school districts, and growing staff from three to thirty-eight employees.** As the Heartsong program grew, my responsibility for hiring staff, managing an evolving organizational structure, maintaining a collaborative work environment and managing all of the human resource aspects of this business increased exponentially. An important part of the success of the Heartsong program is the use of 100+ community volunteers. In addition to managing the operations of the organization, I was also responsible for the public outreach to ensure Heartsong maintained a dependable group of donors and community volunteers.
- **Demonstrated strength in working across multiple constituents, communicating and networking with diverse interests at various levels within corporations and government.** Successful in working in diverse situations. Effectively communicating and networking on behalf of the organization that includes successfully securing a funding base from corporations, foundations, government, and private individuals. Demonstrated effective speaker in a broad outreach to the community and funders.
- **Created, designed and implemented management tools for program staff and the overall organization.** Effectively engaged staff and board in the process of moving the organization forward and implementing succession planning. Mentored senior management team as they learned new skill sets not utilized in other work places. Designed and implemented an annual parent evaluation form to provide the Board of Directors with important feedback. A portion of this evaluation form was later used by the State of New York when they mandated consumer feedback from state supported programs.

Gayle M. Cratty

Career History

- **Not-for-Profit Management** - 2007 to present, Ferncliff Manor, Inc. (Yonkers, NY), Director of Community Relations & Development. Ferncliff Manor is a private, residential school for individuals with developmental disabilities. My responsibilities include assisting in moving the organization's business model from a for-profit to a not-for-profit, public outreach and fundraising (www.sailatferncliff.com).
- **Not-for-Profit Management** - 1992-2007, Heartsong, Inc. (Bronxville, NY), Founder/Executive Director. Heartsong is a 501(c)(3) not-for-profit, providing music and art therapy program for children with developmental disabilities (www.heartsong.org).
- **Education Management** - 1985-1986, CES, Inc. (Oakland, CA), Zone Coordinator. Managed seven teachers providing computer literacy programs to private schools. Territory included Sacramento, San Francisco, and Monterey. Responsibilities included managing staff & growing revenue for the company.
- **Educator** - 1982-1985, Woodland Hills School District (Pittsburgh, PA) Tenured teacher of German education for middle school aged children.
- **Business Administration & Management** - 1979-1982, AMI International & Silicon Technology, Inc., (Pittsburgh, PA), Operations Manager. Responsible for overall operation of two companies representing international and domestic firms. Utilized German skills in dealing with foreign companies.
- **Educator** - 1973-1975, Copperas Cove School District (Copperas Cove, TX), Teacher. Designed and implemented a new German Department and curriculum for their high school.

Education

Robert Morris College (Pittsburgh, PA), advanced course work in Business Administration, 1980-1985

Georgian Court University (Lakewood, NJ), B.A. German Education (K-12), Graduated: June 1973

Continuing Education

- | | |
|-----------|---|
| 2002-2004 | Princeton Theological Seminary (Princeton, NJ). Certification in Youth Group Leadership |
| 2004 | Training in fundraising data management system, SAGE (formerly Paradigm) |
| 2004 | Non-profit Coordinating Council of New York State, Inc. "Workshop on Strategic Planning" sponsored by the Community Fund of Bronxville, Eastchester & Tuckahoe (Bronxville, NY). |
| 2003 | Advancement of Development Officers Funder's Day (Tarrytown, NY) |
| 2003 | Association of Fundraising Professionals Fundraising Day (New York, NY) |
| 2002 | The Support Center for Nonprofit Management "Workshop on Grant Writing" sponsored by Altria, Inc. (New York, NY) |
| 2002 | Pace University, "Seminar on Program Planning, Evaluation and Strategic Planning" sponsored by United Way (White Plains, NY) |
| 2001 | The Council of Community Services of New York State, Inc. <ul style="list-style-type: none">• Accounting & Financial Reporting for Nonprofits• Board Development & Responsibilities/Strategic Planning |

Accomplishments

- Tufts University seminar, Medford, Massachusetts – Panelist on "Social Entrepreneurship" (11/04/2005)

- Purchase College seminar, Purchase, New York – Panelist on “*Careers with a Conscience*” (10/18/2005)
- Received 25 awards and official recognitions for service to the community and leadership (see addendum)
- Details of Community Volunteer Service (see addendum)

Professional Organizations

- Advancement of Development Officers (active member)
- Association of Fundraising Professionals (active member)
- Women in Development (active member)
- American Music Therapy Association (1993-2007)

Skills

- Computer proficiency: Word, Excel, Publisher, Power Point, QuickBooks, Internet, *SAGE* (Fundraising Management)
- Fluent in German, verbal and written

Gayle M. Cratty

AWARDS AND HONORS

- 2008 **Georgian Court University**, "Court of Honor" recipient in recognition of distinguished service, leadership and achievement within a particular discipline, organization or cause. "The achievements and strength of character will serve to inspire and challenge Georgian Court University students for the next 100 years."
- 2007 **Westchester County Board of Legislators**, Proclamation declaring March 23, 2007 "Gayle Cratty Day" in Westchester County in recognition for her contributions as Founder/Executive Director of Heartsong.
- 2007 **New York State Assemblywoman Amy R. Paulin**, Citation recognizing the efforts of Founder/Executive Director Gayle M. Cratty and Heartsong as an outstanding organization.
- 2006 **St. Jude Hospital's Institute for Applied Human Dynamics**, Distinguished Humanitarian Award, ". . . in recognition as founder of Heartsong, Inc. – a not for profit organization providing music and art therapy to children with disabilities."
- 2004 **Volvo for Life Award**, Certificate of Merit honoring Gayle M. Cratty among 100 honored nationwide for "the courage to act, the conscience to care, the character to do what is right and help others in need".
- 2002 **Frankfurt American High School Alumni Association**, Plaque presented to Gayle Cratty, Association President 1989-2001, in recognition of Gayle Cratty's dedication, commitment and leadership for founding the association in order to preserve the Frankfurt High School experience and spirit.
- 2002 **Heartsong, Inc.**, Heartsong Achievement Award presented to Founder/Executive Director Gayle Cratty and Board Chairman Tom Cratty by Heartsong's Board of Directors at its Tenth Anniversary benefit attended by 464 friends of the Heartsong organization, ". . . for making a difference in the lives of children with disabilities".
- 2002 **United States House of Representatives Nita M. Lowey**, Congressional Proclamation, "The Cratty family is to be honored and congratulated for their contribution to Heartsong, Inc. and their work in our community."
- 2001 **Junior League of Bronxville**, Sustainer Award for Gayle's contribution and work with Heartsong.
- 2000 **City of Yonkers, New York, Council President**, Certificate of Recognition for Gayle Cratty "in recognition of your outstanding achievements on behalf of 'Children Across America'".
- Westchester County Board of Legislators New York**, Proclamation for "all Gayle Cratty has done for so many children throughout the years".
- United States House of Representatives Nita M. Lowey**, Congressional Proclamation, for Gayle Cratty's "giving of her time, talents and caring to children for many years in many ways".
- New York Senator Nicholas Spano**, Proclamation in recognition of Gayle Cratty's "contributions to children with disabilities".
- Mayor of Yonkers John D. Spencer**, Citation for "this wonderful non-profit organization designed...to provide for children with and without families in areas of health and welfare...".

**Gayle M. Cratty
Awards & Honors
Page Two**

- 1999 **New York State Senator Nicholas Spano**, Westchester Woman of Distinction Award presented to Gayle Cratty in "recognition of her noteworthy achievements".
- Westchester County Federation of Women's Clubs**, Woman of the Year Award.
- 1997 **City of Yonkers - Office of the Mayor**, Proclamation, for "exceptional efforts of Heartsong to enrich the lives of countless children with disabilities in our community".
- Citibank**, Award for "making a difference in people's lives".
- 1996 **Citibank**, Award for "the important work you are performing in your community".
- 1994 **Westchester County Executive Andrew O'Rourke**, Proclamation for "her invaluable leadership in working with Heartsong."
- Junior League of Bronxville New York**, President's Award for "best exemplifying the spirit of voluntarism in service to the community."
- Westchester County Department of Community Mental Health New York**, Mental Health Award "in recognition of a significant contribution to the development of sound mental health".
- New York State Governor Mario Cuomo**, Eleanor Roosevelt Community Service Award presented to Gayle M. Cratty in recognition of Heartsong's "commitment to the ideals of community service and its demonstration of the best of the State's heritage and tradition of compassion and generosity".
- Volunteer Center of United Way and J.C. Penney**, Volunteer of the Year Award, for Westchester County.
- 1993 **Georgian Court University Lakewood, New Jersey**, Bonitas Award presented to Gayle Cratty as the first award recipient in recognition of establishing Heartsong in 1992 and making a difference in the lives of children with disabilities.
- Exchange Club of Yonkers**, Certificate of Appreciation ". . . in recognition for Gayle's contribution to the Exchange Club of Yonkers, New York".

Gayle M. Cratty

COMMUNITY VOLUNTEER SERVICE

2010 – present	Board Member – SPARC, Inc. – A not-for-profit organization providing special programs and resource connections to individuals with developmental disabilities. Strategic Plan Committee Chair.
2009 – present	Board Member - Hudson River Charter School – A grassroots initiative in Westchester County for a Hudson River based charter school start-up.
2009 - present	NY Statewide Representative for Hudson Valley Family Support Services Advisory Council of OMRDD. Appointed by Commissioner Diana Ritter of the Office of Mental Retardation and Developmental Disabilities to serve as Statewide Representative for a two year term, July 30, 2009. The purpose is to make recommendations on the design, implementation and monitoring of Family Support Services.
2009 – present	Board Member - Yonkers Workforce Investment Board. Sworn in July 7, 2009 by Yonkers Mayor Phillip Amicone to serve a two year term. The YWIB oversees the strategic planning and coordination of all workforce development programs funded through the Department of Labor's Workforce Investment Act. The YWIB oversees the Yonkers Employment Center, which provides One-Stop access to job seekers and local employers. The YWIB connects employers and job seekers within the community. Its contribution to the development of a high quality workforce assists businesses to prosper and enhances the quality of life for all Yonkers residents.
2008 – present Provided leadership review grants for funding purposes.	Chair, Mission Committee – Hitchcock Presbyterian Church. and direction for a committee of eight with responsibilities to local, national and international not-for-profit organizations for
2007 - present	Member, Board of Directors - Concepts of Independent Choices Concepts of Independent Choices is a consumer directed personal assistance 501(c)(3) not-for-profit organization committed to the philosophy of independence, consumer direction and self-determination. The Concept consumers are individuals who require a high-level of home care services, such as individuals with developmental disabilities and the frail elderly who require the assistance of a surrogate.
2009 - present 1996 - 2009	Chair - Family Support Consumer Council Executive Board, Training & Education Chair, Co-Chair, Member

Managing a \$6M budget, the Family Support Consumer Council provides a strong individual and family voice as they partner with the local Hudson Valley Developmental Disabilities Services Office (DDSO), a division of New York State Office of Mental Retardation & Developmental Disabilities (OMRDD), to develop and monitor programs for individuals with developmental disabilities so they can maintain or gain new levels of independence, inclusion, individualization and productivity in the community.

2007 - present
1989 - 2007

Secretary
President, Member
Founder, Frankfurt American High School Alumni Association/USA

1994 - present
1988 - 1994

Sustainer - Junior League of Bronxville
Member Board of Directors, Training & Education Chair, Active Member
The Junior League of Bronxville, NY is an organization of women committed to promoting voluntarism, developing the potential of women and improving communities through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

Gayle M. Cratty



2009	Ferndale Manor, Inc., Yonkers, NY Benefit Chair
2008	Ferndale Manor, Inc., Yonkers, NY, Benefit Chair
2008	Westchester ARC, White Plains, NY, Benefit Silent Auction Co-chair
2007	Heartsong, Bronxville, NY, Benefit Co-chair
2007	Hitchcock Presbyterian Church, Scarsdale, NY, Hope & Promise Gala, Co-chair
2007-2008	Westchester ARC, White Plains, NY, Committee for Transition & Day Programs
2005-2008	Hitchcock Presbyterian Church, Scarsdale, NY, Member Board of Deacons
1997-1998/2006-2008	Hitchcock Presbyterian Church, Scarsdale, NY, Co-Moderator Board of Deacons
2003-2007	Junior League of Bronxville, NY, Community Advisory Council
1998-2008	Hitchcock Presbyterian Church, Scarsdale, NY, Youth Group Leader (Grades 6-8)
1989-1997 & 2003-2005	Hitchcock Presbyterian Women, Scarsdale, NY, Member Board of Directors
2001-2002	New York State Board of Visitors, Hudson Valley Developmental Disabilities Service Office/OMRDD. Appointment by Gov. Pataki and Senate approved June 2001
1999-2001	Hitchcock Presbyterian Church, Vice-chair Pastor Nominating Committee
1996-1997	Yonkers Public Schools, PS 29 Playground Fundraising Committee, Co-chair
1996-1997	Hitchcock Presbyterian Church, Scarsdale, NY, Soup Kitchen Co-chair
1994-1995	Chapel School, Bronxville, NY, Parent Teacher Organization, President
1989-1992	Family Service of Westchester, White Plains, NY, Member Board of Director
1988-1997 years) and member	Bronxville Christmas Tree Committee, Bronxville, NY, Chair (3

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

Date March 28, 2011

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

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

Name: Dr. Alice Siegel
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: The College of New Rochelle
[REDACTED]
New Rochelle, New York

Business E-Mail/Fax: [REDACTED]

Charter School Name: **The Hudson River Charter School**

Charter School Address: **Yonkers, N.Y.**

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

Board Member

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

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

Background

- 42. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
- 43. 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.
- 44. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
- 45. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
- 46. Please explain why you wish to serve on the board.

I wish to serve on the board of the Charter School as I am committed to providing a quality education to the underserved population.

- 47. 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):

- 48. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

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

- 7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family
 I would bring it to the attention of the other Board Members, Notify the involved party, Seek legal council, and if necessary look at termination.

Educational Philosophy

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

There is a large underserved population in Yonkers that would benefit from a rigorous inclusive academic program that incorporates a STEM Program (Science, Technology, Engineering and Math into a curriculum connected to the Hudson Valley. This would provide children of various learning profiles and cultural backgrounds a foundation for lifelong learning and achieving. It would prepare them to be successful in middle and high school and in the future job market, especially in the area of science.

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

As a professor at The College of New Rochelle, N.Y., Grad School I have worked closely with the founders on developing a rigorous curriculum.

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

The characteristics of a successful charter school are: Strong Community Involvement, Rigorous Curriculum, Skilled/Caring Teachers and Staff, Supportive Board and Administration, Uses ongoing formative assessment to monitor student achievement.

Board members need to do the following to ensure that the chapter school is successful: Make sure that the school is financially sound, Help with fund-raising, Attend monthly meetings and monitor closely to be assured that the goals and objectives of the charter are being met, donate time and expertise.

Other

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

school board member.

I understand the appropriate role of a public charter school board member as described above.

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

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

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

Please refer to my resume which indicates 40 years of educational experience including and most importantly currently working with The Charter School of Educational Excellence, in Yonkers, in the area of curriculum. The school has received the NYS Exemplary Reading Award and the NYS S3TAIR Award for its achievements.

ALICE SIEGEL

FORMAL EDUCATION

Ed.D. University of Bridgeport (1998), CT
B.S. New York University (1959), NY
M.A. Manhattan College (1972) Riverdale, NY
C.A.S. Fairfield University (1978) Fairfield, CT

TEACHING and ADMINISTRATIVE EXPERIENCE

9/07- Present College of New Rochelle, New Rochelle, New York
Full time faculty member - Professor Graduate School of Education

Courses in Literacy include: Reading in the Content Area, Teaching Writing on the Elementary and Secondary Level, Reading Comprehension, and the Practicum

Co chair College Senate – governing body of the college

9/03/- 6/05 Marymount College of Fordham University-visiting professor in Literacy

9/02 - Present Consultant Charter School of Educational Excellence, Yonkers, N.Y.
Helped write grant for NY State Reading Exemplary Award and STAIR grant

School ELA scores increased 250% in three years

9/09- Present Consultant Martin Luther King School Yonkers, New York

9/99 – 6/07 Director Reading/Language Arts K-12
Mount Vernon

- a. Supervision of all aspects of District Reading/Language Arts program including curriculum, selection of materials, evaluation of staff and coordination of student testing for grades 4 and 8
- b. Aligned English Language Arts curriculum to New York State standards
- c. Initiated district wide take home reading program "Book in the Bag" (grades pre-K to 8)
- d. Presented staff development courses to principals and teachers
- e. Modeled in classrooms best practices of Reading/Language Arts
- f. Improved district wide New York State 4th and 8th grade test scores
- g. Organized after school tutorial program for 4th and 8th grades (600 students)
- h. Facilitated and monitored the following grants:
 - i. Young Adult choice of books

- ii. RIF
 - iii. Teacher in the Library
- 9/79 - 6/99 Teacher Leader (Principal) -
Hamilton Avenue School, Greenwich, CT &
New Lebanon School, Greenwich, CT

- a. Supervision and evaluation of teachers
- b. Set up math and reading schedules
- c. Responsible for discipline of students
- d. Chairperson of all PPT and PST meetings (special education guidance chairperson)
- e. Organized and presented workshops during and after school for all teachers
- f. Responsible for Chapter I program including supervision of aides and teachers - Parent Advisory Board Chairperson
- g. Assist principal with day to day management of school
- h. Helped organize after school program (Super Scholars) serving 80 students
- i. Assessor for beginning teachers in Connecticut (BEST program)

10/74 - 9/79 Reading Specialist Garden Street School, Brewster, NY

- a. Tested all PSEN students
- b. Developed prescriptive reading programs for remedial students
- c. Initiated a parent involvement program
- d. Developed reading lab tutorial program for district
- e. Interviewed, selected and trained both paid and volunteer aides
- f. Member of principal's committee for assigning placement of all children

SECONDARY

9/72 - 10/74 Reading Specialist/ Asst. Principal
Right to Read School Alternative junior high school program (District 8
N.Y.C.)

- a. Wrote original proposal for school
- b. Developed spiraling reading curriculum for all students
- c. Teacher Coordinator for weekly museum program at Metropolitan Museum
- d. Served as representative for Teaching Reading Through the Arts Committee - Central Office of New York City Board of Education

WORKSHOPS

Presenter at NYSABE (New York State Association of Bilingual Education) 2001, 2002 "Navigating the ELA Waters"

PUBLICATIONS and CONSULTING

Elected to Editorial Board - "The Reading Teacher" 1994-95, Vol 47 & 48 & 2000 - 2001

Author of the following children's books:

Hudson River Charter School
Attachments 7, 8 & 9 - 88

1. The Herb and Spice Book for Kids, Holt, Rinehart & Winston, 1978
2. Sportscards: Collecting, Trading and Playing, Holt, Rinehart & Winston, 1979
3. It's a Girl's Game Too!, Holt, Rinehart & Winston, 1980
4. Kid's Book of Lists, Holt Rinehart & Winston, 1980
5. Tom Seaver's Baseball Card Book, Simon Schuster, 1984
6. The Kids' World Almanac, World Almanac Publications, 1985
7. The Second Kids' World Almanac, World Almanac Publications, 1987
8. Kids' Stuff (A Kids Desk Reference to People, Places and Things), Bantam, 1991
9. Kids' Information Please Almanac, Houghton Mifflin, 1992
10. Information Please Girl's Almanac, Houghton Mifflin, 1995
11. GEO Almanac, Blackbirch Press, Fall 2000

Magazines:

Boys Life Magazine - February 1980

Cricket Magazine - May 1979

Textbook free lancer and consultant

Holt, Rinehart & Winston - Basal Reading Program, Summer 1978

Scott, Foresman and Company - Basal Reading Program, Primary Grades, 1981

ADMINISTRATIVE VOLUNTEER EXPERIENCE

1. Co-Chair of Exemplary Reading Award for State of Connecticut, 1994-96
2. Wrote and produced a series of parenting programs for CT Public TV
3. Literacy volunteer, Spring 1992 - present

CERTIFICATIONS (New York and Connecticut)

K-8 elementary school

K-12 Reading Teacher

K-12 Special Education

K-12 Intermediate Administrative Certificate

FAMILY

Married to George E. Siegel, attorney, three grown children

PHONE REFERENCES

Hazel Hobbs, Headmistress, Pear Tree Point School (former principal of Hamilton Avenue School for 10 years) (203) 966-5091

Kathy Gilmore, Assistant Superintendent, Mount Vernon, New York Public School (914) 665-5226

Ronald Ross, Superintendent of Schools, Mount Vernon, New York Public Schools (914) 665-3000

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

Date March 31, 2011

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

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

Name: James J Hahn, P.E.
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Hudson River Charter School

Charter School Address: _____

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

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

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

Background

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

50. 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.

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

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

I was contacted by Gail Osterman the prime sponsor for the HRCS and asked if I would be interested in serving on the board.

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

I am a strong proponent of school choice and excellence in education which I believe is provided by charter schools.

54. 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).

I have never before been associated with a school district, a non-public school or not-for-profit corporation.

55. School system. 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):

By owning an engineering practice for 30 years, I have been instructing engineers and drafts people as part of my working experience and am familiar with the education process.

56. 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.

57. 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

58. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. Only based on meetings held with respect to starting this charter school.

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

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

59. 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:

60. 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:

61. 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.

62. 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.

63. 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.

16. 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.

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

I do not envision any conflicts of interest with respect to this application.

None. Yes.

18. 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 immediately notify other Board members of my observations and follow up with the outcome of any findings of suspected actions that in the best interest of the charter school.

Educational Philosophy

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

The most important issue for me in charter schooling is the rigorous nature in which subjects will be taught.

Being a Professional Engineer licensed in 5 states, I am also most interested in the education in science, technology, engineering, and math programs that will be taught at the HRCS.

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

My understanding of the educational programs of the HRCS will be its technical teachings, additional hours of education each day over standard public schools and the impartial and fair selection of the children to be taught all geared towards a higher education goal.

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

The characteristics to insure a successful charter school will emanate from the administration to the teachers to the families to the children.

A rigorous and technical selection of subjects, the selection of excellent teachers and a judicious guarding and oversight of funding and spending will be the key to maintain ongoing operations of the school. This will be insured by a Board overseeing the administration and insuring that students receive a superior education and will remain successful with an indicator being the percentage of children who will continue to advanced education.

Other

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

The ultimate goal of a public charter school Board member will be to insure economic viability and its success in the educational goals of the children.

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

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

JAMES J. HAHN, P.E.

James J. Hahn, P.E. is owner of Hahn Engineering, a civil and environment engineering company specializing in consulting for municipalities in Westchester and Putnam Counties. Hahn Engineering specializes in reviewing proposed development projects before Planning Boards. Hahn Engineering also designs and inspects capital improvement projects as part of the ongoing operation of municipal operations.

Hahn Engineering specializes in the design and performs construction inspection services for municipal construction projects of parks and recreational facilities, roads, drainage works, sewage treatment plants, sanitary sewers, sidewalks, and water supply facilities.

Hahn Engineering was selected for the design of a United States Environmental Protection Agency Superfund Site. This project consisted of the design and construction administration of a groundwater aquifer cleanup project. This project included the design of a pump and treatment facility for the pollutant tetrachloroethylene. This project included pumping the aquifer, treating the water by the use of air strippers, and chlorination and pumping of the treated water into the Town of Bedford public water distribution system.

Hahn Engineering also specializes in site engineering and design of commercial and residential development including the design of wastewater treatment facilities and water supply treatment plants and distribution systems. Hahn Engineering has designed numerous development projects consisting of commercial and industrial office parks, subdivision and related facilities.

This blend of experience in both development projects and the review of development projects for municipalities make Hahn Engineering a valuable resource for communities seeking professional engineering services.

Mr. Hahn, President, is a graduate civil/environmental engineer and has extensive experience in design and construction projects.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Signature

Date March 31, 2011

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

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

Name: [Rudyard F. Whyte, Esq.](#)
(Include preferred honorific.)

Daytime Telephone: [\(212\) 553-9145](#)

Home Mailing Address: [4 Gilmore Court, Scarsdale, NY 10583.](#)

Personal E-Mail/Fax: RWhyte@Cochranfirm.Com

Business Address: [233 Broadway, 5th Floor, New York, NY 10279](#)

Business E-Mail/Fax: RWhyte@Cochranfirm.Com/[\(212\) 227-8763](tel:(212)227-8763)

Charter School Name: [The Hudson River Charter School](#)

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through a member of my church.**
5. Please explain why you wish to serve on the board. **I would like to help create a vibrant learning alternative for children while teaching the history of the Hudson River.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I worship at the same church with Gayle Cratty.
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 insist that they withdraw from the Board.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of the Hudson River Charter School is to be a school that offers a choice in the way children will learn. We would like to provide a student centered program using STEM as well as the environment as the backdrop for all learning initiative, hoping to provide a medium in which students will excel in Middle, High School and through College.**
18. Please explain your understanding of the educational program of the charter school. **I am familiar.**
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. **Strong leadership. Clear vision of purpose. Attainable goals. Well defined expectations for teaching and learning. We have to emphasize academic achievements as well as meeting the developmental domain (the whole child). Data must inform the decision making process using more broadly defined intellectual outcome for both quantitative and qualitative data. Regular communication is essential and they should create a strategic plan with a limited number of achievable & generally stated outcomes reflecting the school's mission statement. We should seek to create strategic objectives to represent any needed actions to be taken and are co-related to one or more goals of the strategic action plan. This should be frequently revisited. We should also put in place evaluation measures which would include a brief explanation of how each objective would be measured with an accompanying benchmark for achieving success.**

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
To attend regular meetings and be responsible to undertake our fiduciary duties. Being good stewards and managers of the financial commitment that the state has made to the school. Assure that the school remains true to its mission.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I have.**
22. Please provide any other information that you feel is pertinent to the Department's review.

Phase IV: Capacity Interview

RUDYARD F. WHYTE

PROFESSIONAL EXPERIENCE

The Cochran Firm New York, N.Y.

MEMBER Complex Litigation Unit. Highly experienced litigator in premier personal injury practice with substantial cases involving labor accidents, product defects, municipal liability, toxic torts, airplane catastrophes, etc. All phases of sophisticated and complex litigation. Head of Immigration Unit. April 2006 – Present

ROURA, MELAMED & WHYTE, LLP., BROOKLYN, N.Y.

MEMBER. Trial Attorney. Civil Trial Practice concentrating in labor accidents, motor vehicle accidents, municipal liability, toxic torts and immigration. Head of Brooklyn office. May 2003- April 2006.

ROURA & MELAMED, New York, N.Y.

ASSOCIATE. Trial Attorney. Civil Trial Practice concentrating in labor accidents, motor vehicle accidents, municipal liability, toxic torts. May 2000-May 2003.

JACKSON & CONSUMANO, New York, N.Y.

ASSOCIATE. Comprehensive Civil Trial Practice concentrating in defense of municipal clients; hospitals and insurance companies. All phases of litigation, appeals, mediations, etc. October 1989-December 1995. **MEMBER.** Trial Attorney. January 1995-April 2000.

New York City Law Department, Office of the Corporation Counsel

ASSISTANT CORPORATION COUNSEL. Tort Division, Litigation and Medical Malpractice Unit. Civil Trial Practice in high exposure cases; prepared and managed caseload from inception to trial; negotiations and settlements September 1987 - October 1989. Family Court Division. Extensive practice in the prosecution of juveniles. Handled matters from intake to trial. September 1984 - September 1987.

EDUCATION

GEORGETOWN UNIVERSITY LAW CENTER

J.D., May 1984

Brooklyn College of the City University of New York

B.A., cum laude, Political Science, May 1981

BAR ADMISSIONS & AFFILIATIONS

New York, April 1986

New Jersey, April 1986

U.S. District Courts - Southern & Eastern Districts, New York, May 1986; District of New Jersey, May 1986

New York State Bar Association; New York State Trial Lawyers Association; Metropolitan Black Bar Association; Bronx Black Bar Association.

Murray L. Fisher

Experience

2010-Present New York Harbor Foundation

Governors Island, NY

Founder and President

- Created and run a new non-profit that serves and supports the students of the Harbor School
- Create and manage dozens of maritime and environmental programs that are in addition to DOE-funded education
- Manage a staff of three and work directly with school leadership on all administrative, strategic, cultural and programmatic issues, focusing on increasing student achievement through engagement in the maritime experience.

2003-Present UA New York Harbor School

Brooklyn, NY

Co-Founder and Co-Director

- Created an entirely unique curriculum and culture related to the protection and restoration of New York Harbor
- Shared responsibility for all aspects of starting and managing the school for seven years, including running leadership meetings, hiring, admissions, CTE curriculum
- Raised approximately \$400,000 per year for seven years including seven \$150,000 income fundraisers
- From November 2003 until April 2006, created four proposals to move the land-locked school to Governors Island
- Led the team responsible for securing the only winning proposal to Governors Island RFP, which concluded in the city renovating a 60,000 square foot hospital for the school which won New York Landmarks Conservancy Award
- Secured a second building to serve as the schools Marine Science and Technology (MAST) Center
- Led the team that redeveloped the MAST Center including running a capital campaign that raised \$3M

2000-2003 Waterkeeper Alliance

White Plains, NY

Field Coordinator

- Either led or was directly involved in creating sixty new Waterkeeper programs
- Travelled throughout the world vetting prospective programs and developed proposals for joining the Alliance
- Assisted in all elements of a new non-profit start-up, including website development, marketing, fundraising
- Supported all Waterkeeper programs including assisting in three international conferences

1998-2000 Hudson Riverkeeper

Garrison, NY

Educator

- Co-created the Hudson River Timeline – a museum about the history of the Hudson River located at the Pace Environmental Litigation Clinic at Pace University
- Developed and delivered Hudson River curriculum to school groups in the Hudson River valley

- Investigated pollution complaints and assisted legal team in developing enforcement strategies and cases

1995-1998 **Camp Pasquaney**

Hebron, NH

- Head canoeing and nature counselor for three summers

1995 **Wildlife Conservation Society**

Peru and Bolivia, S.A

- Worked for eight months for a world-renowned ornithologist tracking rare and charismatic fauna in the rainforest for the purposes of creating profitable eco-lodges as alternatives to farming, poaching and lumber
- Studied various Macaw species dwelling in clay cliffs – the first time this unique habitat had been recorded
- Helped construct a scientific station in Alto-Madidi National Park in Bolivia

Education

1993-1998

Nashville, TN

Vanderbilt University

B.S. in Biology and double minor in Latin American Studies and Environmental Studies

- *Summa Cum Laude*
- *The Collegiate School*: 1989-1993

Activities

- Mayor's Vision 2020 Task Force
- Waterkeeper Alliance Board of Director
- **Metropolitan Waterfront Alliance** – Harbor Education Committee, Co-Chair
- Fluent in Spanish and proficient in French
- Varsity Soccer and Lacrosse and active skier, fisherman and scuba diver

Pamela Pinto-Sessions

Professional Profile

- Highly creative marketer with strong business background, including 20 years in marketing and marketing management
- Versatile and seasoned professional who adapts well to rapidly changing environments
- High-performer with expertise in implementing new business processes and measurement systems
- Strong team player that excels in maintaining productive relationships with staff, executives, board of directors and community members
- Excellent written, verbal and interpersonal communicator and presenter
- Positive, optimistic, well-organized self starter who excels under pressure and meets deadlines
- Extensive computer proficiency: Internet, Excel, Word, PowerPoint, Visio, Facebook, Outlook, QuickBooks, Quicken, Final Cut Pro, SAP, Kronos and Donor Perfect.

Areas of Expertise

- Strategic Marketing and Planning
- Business Process Analysis & Improvement
- Project Management
- Organizational Development
- Productivity Improvement
- Customer Satisfaction Measurement & Improvement
- Training and Leadership Development
- Proactive Problem Solving
- Change Management
- Performance Management
- Cross Functional Team Leadership
- Revenue Goal & Growth Attainment

Professional Experience

Riverkeeper, Inc. 2007 – Present

Began as Special Assistant to the President & Board Relations Manager and then promoted to newly created Membership & Marketing Manager.

Membership & Marketing Manager

- Evaluate existing programs and create and implement new programs to grow both membership and revenue
- On target to meet goal of increasing both revenue and membership by 25% this fiscal year
- Direct all aspects of Riverkeeper's in-house Direct Mail program, including writing appeals
- Develop and implement a spectrum of outreach initiatives and incorporate on-going assessment to maximize each program's success
- Manage the Riverkeeper brand, developing consistent messaging both internally and externally
- Plan, coordinate and oversee events, including the annual Shad Festival and Hudson River Celebration
- Oversee the Ambassador and Champion volunteer programs
- Forecast and manage department budget
- Coordinate strategic planning and implementation of department work plans
- Analyze all aspects of the department in order to implement best practices and determine base line measurements

Special Assistant to the President & Board Relations Manager

- Responsible for all administrative tasks of the Executive Office, including forecasting and management of the Executive budget, strategic plan, organizational policy and recruitment
- Liaison with Board of Directors; scheduled board meetings, prepared and coordinated materials, enhanced board involvement and relationship building
 - Managed the Board of Directors, including assisting and developing their yearly work plan,

- participating in quarterly work plan review meetings and supporting the cultivation of their solicitation list
- Coordinated Board of Directors and Staff events
- Developed and implemented a donor fund raising strategy
- Completed Special Projects when assigned

Steamboat Ski & Resort Corporation (Steamboat Springs, CO)

2005 –2006

Marketing Projects Manager

- Developed and marketed special projects to increase ski resort and ski area revenue
 - Developed and implemented a Lodging Partners program
 - Managed the company’s intellectual property
- Oversaw the purchasing and marketing budget for all 7 departments in the marketing group
- Created and implemented the Sales and Marketing Business Plan

Fremont Investment Advisors, Inc. (San Francisco, CA)

2001 - 2002

Executive Assistant to the President, CEO & CIO

- Member of a six person executive team
- Developed High Net Worth new business unit within company, including business plan, structure, website design and job descriptions
- Partnered with the VP of Sales to develop the Sales Compensation Program
- Partnered with the Managing Director to evaluate and re-vamp the Bonus Compensation Program for all employees
- Handled public relations and drafted correspondence for both internal and external clients

Chevron Products Company

1994 – 2000

I started out as a Marketing Representative in the East Region. I consistently met and exceeded all objectives and was steadily promoted to Marketing Manager. During my career I received many awards for my contributions, implementation of programs and accomplishments.

Marketing Management (San Ramon, California)

- Managed Jobber Territory Managers in the 10 state Western Region to implement process improvements to rationalize the company/customer supply chain and improve channel profitability
- Developed, implemented and managed \$19 M secure loan program to mid-market customers
- Managed marketing area \$10 M budget
- Assessed Marketing Program profitability and effectiveness including the establishment of customer impact metrics
- Conducted joint company/customer Competitor Focus Group to strategically position Chevron against new competitors in the mid market sector

Territory Manager (San Ramon, California)

- Managed company operated stores, including personnel hiring and training, advising and coaching managers on operational issues, image, and branding
- Supervised 35+ employees
- Increased Sales and Image Ratings at all sites within territory
- Managed competitor analysis, strategic planning, sales, expenses and cash/stock control of company operated stations

Account Representative - (Houston, Texas)

- Supported Jobber Territory Managers with contract administration and legal support
- Served on a best practice review team to implement new business processes for the newly developed Business Support Center
- Co-developed the Hallmark Tracking Database, which increased efficiencies in company and customer

operations, directly improving customer service

Marketing Representative (Atlanta, Georgia)

- Oversaw all marketing and advertising programs for Jobbers in the 7 state East Region
- Played major role in developing, executing and training of new mid-market programs

Education / Training

- Bachelor of Science, Psychology, Georgia State University 1994
- Courses toward Master of Education, St. Mary's College
- Outcome Based Evaluation Training, Meaningful Outcome Measurement, Performance Management Process training, Communicating with Diplomacy and Professionalism, Negotiation Skills, Store Manager Accelerated Retail Training, Convenience Store Merchandising - Cornell University, Psychology of Achievement, Fourth Generation Management, Valuing Diversity and Customer Service Challenge

Professional Affiliations

- Board Member, Hudson River Charter School
- Member, EarthShare NY Marketing Committee
- Member, Tarrytown Environmental Advisory Committee
- Member, Tarrytown Climate Change Committee

References available upon request.

Attachment 11: Key Position Description

School Director requires

- Belief in vision and mission of school
- Certification and experience as educational administrator
- Certification and experience as teacher
- Deep understanding of educational issues
- Record of intellectual achievement
- Commitment to and understanding of STEM education
- Ability to build culture of excellence and high expectations
- Collaborative temperament
- Ability to think globally and manage for present and future
- Understanding of charter school regulations
- Collegial manner that results in positive relationships with school stakeholders
- Eloquent writing and speaking
- Understanding of educational financing

Business Manager requires

- Belief in vision and mission of school
- Certification as School Business Leader or CPA
- Collaborative temperament
- Collegial manner that results in positive relationships with school stakeholders
- Knowledge of state/federal financial record-keeping and regulations
- Experience with cash flow management, budgeting, financial controls, auditing, grants, income/expenditure statements, balance sheets
- Meeting deadlines
- Ability to create well-written, easy-to-understand reports

Teacher Mentor requires:

- Belief in vision and mission of school
- Certification and experience as a teacher
- Collaborative temperament
- Collegial manner that results in positive relationships with school stakeholders
- Knowledge of and experience in best practices of literacy and math teaching and coaching
- Inspiring teachers to levels that result in greater student achievement
- Designing and leading appropriate professional development
- Using data to inform instruction

Special Education Director requires:

- Belief in vision and mission of school
- Certification and experience as special education administrator
- Certification and experience as special education teacher
- Deep understanding of special education regulation and practices and disabilities leading to special education classification
- Collaborative temperament

- Collegial manner that results in positive relationships with school stakeholders

Operations/Community Director requires:

- Belief in vision and mission of school
- Collaborative temperament
- Collegial manner that results in positive relationships with school stakeholders
- Understanding of charter school regulations
- Understanding of school operations including personnel, transportation, food service, health (nurse) and custodial services in the educational setting
- Creativity in seeking out community relations and building partnerships
- Willingness to learn

Teaching Staff requires:

- Belief in vision and mission of school
- Certification as teacher
- Record of intellectual achievement
- Knowledge of child development
- Deep understanding of educational issues
- Understanding/experience with learners of low SES and limited proficiency in English
- Commitment to and understanding of STEM education
- Commitment to practices that promote achievement in all students
- Collaborative temperament
- Collegial manner that results in positive relationships with school stakeholders
- Passion



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Hudson River Charter School

Contact Name: Gail Osterman
Contact Email: [REDACTED]
Contact Phone: [REDACTED] 0

Examples

Start-Up Budget Period
Planning Year September 1, 2011 to June 30, 2012
Operational Year ONE July 1, 2012 to June 30, 2013

**Hudson River Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
0**

Total Revenue	210,000
Total Expenses	-
Net Income	210,000
Actual Student Enrollment	-
Total Paid Student Enrollment	-
	START-UP PERIOD

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	40,000	Total salary -- \$140,000; \$100,000 to be deferred
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	25,000	Total salary -- \$125,000; \$95,000 to be deferred
Administrative Staff	0.25	7,500	Starts in February; \$15 per hour x 20 hours per week x 25 weeks
TOTAL ADMINISTRATIVE STAFF	2.25	72,500	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

2.25	72,500
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	5,546	FICA 7.65%
Fringe / Employee Benefits	-	Health benefits to start July 1, 2012
Retirement / Pension	2,900	4% for 401K matching
TOTAL PAYROLL TAXES AND BENEFITS	8,446	

TOTAL PERSONNEL SERVICE COSTS

2.25	80,946
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CONTRACTED SERVICES

Accounting / Audit	25,000	Set up financial management and reporting systems (4th Sector Solutions)
Legal	1,000	Filing fees for non-profit and tax-exempt status; legal services provided by Pro Bono of Westchester
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	31,000	Sign maker \$3,000; web design \$5000; logo design \$3000; curriculum development, including STEM, \$20,000
TOTAL CONTRACTED SERVICES	57,000	

**Hudson River Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
0**

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	210,000	
Total Expenses	-	
Net Income	210,000	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	3,000	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	3,000	Office set-up
Equipment / Furniture	10,000	
Telephone	2,000	Telephone and internet
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	3,000	Includes postage, printing, and copying
Staff Development	-	
Staff Recruitment	5,000	Advertisements and printed materials
Student Recruitment / Marketing	10,000	Brochures, advertisements, rental space for public presentations, and printed materials
School Meals / Lunch	-	
Travel (Staff)	1,100	Includes hospitality
Fundraising	2,000	Subscription fees, materials, printing, postage, etc.
Other	500	Miscellaneous expenses
TOTAL SCHOOL OPERATIONS	39,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	(Use donated office space)
Repairs & Maintenance	-	
Equipment / Furniture	1,500	Computer, photocopier
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,500	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	179,046	
NET INCOME	30,954	

**Hudson River Charter School
PROJECTED BUDGET / OPERATING PLAN FOR START-UP
0**

Total Revenue	210,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	-	
Net Income	210,000	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

	START-UP PERIOD
--	------------------------

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
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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**Hudson River Charter School
PROJECTED CASH FLOW FOR START-UP
0**

Total Revenue	210,000	-	-	-	-	-	210,000
Total Expenses	48,758	22,758	22,758	20,258	20,258	44,254	179,046
Net Income	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	161,242	138,483	115,725	95,466	75,208	586,123
Net Income	161,242	138,483	115,725	95,466	75,208	30,954	617,077

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-
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	200,000	-	-	-	-	-	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000	-	-	-	-	-	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	10,000	-	-	-	-	-	10,000
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	10,000	-	-	-	-	-	10,000
TOTAL REVENUE	210,000	-	-	-	-	-	210,000

**Hudson River Charter School
PROJECTED CASH FLOW FOR START-UP
0**

Total Revenue	210,000	-	-	-	-	-	210,000
Total Expenses	48,758	22,758	22,758	20,258	20,258	44,254	179,046
Net Income	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	161,242	138,483	115,725	95,466	75,208	586,123
Net Income	161,242	138,483	115,725	95,466	75,208	30,954	617,077
	January	February	March	April	May	June	TOTAL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	January	February	March	April	May	June	TOTAL
Executive Management	1.00	6,667	6,667	6,667	6,667	6,667	6,665	40,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	4,167	4,167	4,167	4,167	4,167	4,165	25,000
Administrative Staff	0.25	1,250	1,250	1,250	1,250	1,250	1,250	7,500
TOTAL ADMINISTRATIVE STAFF	2.25	12,084	12,084	12,084	12,084	12,084	12,080	72,500

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-							

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

	2.25	12,084	12,084	12,084	12,084	12,084	12,080	72,500
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		924	924	924	924	924	924	5,546
Fringe / Employee Benefits		-	-	-	-	-	-	-
Retirement / Pension		483	483	483	483	483	483	2,900
TOTAL PAYROLL TAXES AND BENEFITS		1,408	1,408	1,408	1,408	1,408	1,407	8,446

TOTAL PERSONNEL SERVICE COSTS

	2.25	13,492	13,492	13,492	13,492	13,492	13,487	80,946
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CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	-	25,000	25,000
Legal		1,000	-	-	-	-	-	1,000
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		15,000	4,000	4,000	3,000	3,000	2,000	31,000
TOTAL CONTRACTED SERVICES		16,000	4,000	4,000	3,000	3,000	27,000	57,000

**Hudson River Charter School
PROJECTED CASH FLOW FOR START-UP
0**

Total Revenue	210,000	-	-	-	-	-	210,000
Total Expenses	48,758	22,758	22,758	20,258	20,258	44,254	179,046
Net Income	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	161,242	138,483	115,725	95,466	75,208	586,123
Net Income	161,242	138,483	115,725	95,466	75,208	30,954	617,077
	January	February	March	April	May	June	TOTAL
SCHOOL OPERATIONS							
Board Expenses	500	500	500	500	500	500	3,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	500	500	500	500	500	500	3,000
Equipment / Furniture	10,000	-	-	-	-	-	10,000
Telephone	333	333	333	333	333	333	2,000
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	500	500	500	500	500	500	3,000
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	833	833	833	833	833	833	5,000
Student Recruitment / Marketing	4,500	2,000	2,000	500	500	500	10,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	183	183	183	183	183	183	1,100
Fundraising	333	333	333	333	333	333	2,000
Other	83	83	83	83	83	83	500
TOTAL SCHOOL OPERATIONS	17,767	5,267	5,267	3,767	3,767	3,767	39,600
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	1,500	-	-	-	-	-	1,500
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,500	-	-	-	-	-	1,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	48,758	22,758	22,758	20,258	20,258	44,254	179,046
NET INCOME	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954

**Hudson River Charter School
PROJECTED CASH FLOW FOR START-UP
0**

Total Revenue	210,000	-	-	-	-	-	210,000
Total Expenses	48,758	22,758	22,758	20,258	20,258	44,254	179,046
Net Income	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	161,242	138,483	115,725	95,466	75,208	586,123
Net Income	161,242	138,483	115,725	95,466	75,208	30,954	617,077
	January	February	March	April	May	June	TOTAL
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	161,242	(22,758)	(22,758)	(20,258)	(20,258)	(44,254)	30,954
Beginning Cash Balance	-	161,242	138,483	115,725	95,466	75,208	586,123
ENDING CASH BALANCE	161,242	138,483	115,725	95,466	75,208	30,954	617,077

**Hudson River Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,384,540	-	200,000	25,000	-	2,609,540
Total Expenses	1,356,056	127,967	53,620	5,000	1,120,105	2,662,748
Net Income	1,028,484	(127,967)	146,380	20,000	(1,120,105)	(53,207)
Actual Student Enrollment	161	-				161
Total Paid Student Enrollment	161	-				161

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Positions						
Executive Management	1.00	-	-	-	140,000	140,000
Instructional Management	0.40	-	-	-	34,000	34,000
Deans, Directors & Coordinators	0.50	-	36,000	-	-	36,000
CFO / Director of Finance	1.00	-	65,000	-	-	130,000
Operation / Business Manager	0.50	-	-	-	84,000	84,000
Administrative Staff	1.00	-	-	-	24,000	24,000
TOTAL ADMINISTRATIVE STAFF	4.40	-	101,000	-	347,000	448,000

Executive director
Mentor for teachers; 1 FTE = \$85K
Special education director
Position combined with special education director

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	7.00	539,000	-	-	-	539,000
Teachers - SPED	1.00	77,000	-	-	-	77,000
Substitute Teachers	-	6,300	-	-	-	6,300
Teaching Assistants	4.00	144,000	-	-	-	144,000
Specialty Teachers	-	35,000	-	-	-	35,000
Aides	-	19,200	-	-	-	19,200
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	30,000	-	-	30,000
TOTAL INSTRUCTIONAL	12.00	820,500	-	30,000	-	850,500

Classroom teachers - \$77K
0.5 SPED; 0.5 ESL (hopefully one person)
\$90/day x 70 days
Teaching assistants - \$36K
7 classes x 5 days/week x \$25/hr x 40 weeks
3 ELT teachers x 5 days/week x \$50/day x 40 weeks

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		-	-	-	-	-
Librarian		-	-	-	-	-
Custodian	1.00	-	-	-	50,000	50,000
Security		-	-	-	-	-
Other		-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	50,000	50,000

SUBTOTAL PERSONNEL SERVICE COSTS

	17.40	820,500	101,000	30,000	-	397,000	1,348,500
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		62,768	7,727	2,295	-	30,371	103,160
Fringe / Employee Benefits		123,200	11,200	-	-	44,800	179,200
Retirement / Pension		32,820	4,040	1,200	-	15,880	53,940
TOTAL PAYROLL TAXES AND BENEFITS		218,788	22,967	3,495	-	91,051	336,300

Payroll taxes = 7.65%
80% of \$14,000 for 16 full-time staff
4% for 401K matching

TOTAL PERSONNEL SERVICE COSTS

	17.40	1,039,288	123,967	33,495	-	488,051	1,684,800
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CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	66,754	66,754
Legal		-	-	-	-	1,000	1,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	3,000	3,000
Special Ed Services		-	1,000	-	-	-	1,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	145,000	145,000
TOTAL CONTRACTED SERVICES		-	1,000	-	-	215,754	216,754

Approximately 2% of total student revenue (4th Sector Solutions);
Filing & application fees; legal services from Pro Bono of Westchester
Supplied by local school district
Outside service
For additional services as needed
Operation/compliance services - \$85K (approximately 2.5% of total student revenue (4th Sector Solutions)); Technology consultant - \$30K; Staff development - \$30K

**Hudson River Charter School
PROJECTED BUDGET / OPERATING PLAN FOR FIRST YEAR
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,384,540	-	200,000	25,000	-	2,609,540
Total Expenses	1,356,056	127,967	53,620	5,000	1,120,105	2,662,748
Net Income	1,028,484	(127,967)	146,380	20,000	(1,120,105)	(53,207)
Actual Student Enrollment	161	-				161
Total Paid Student Enrollment	161	-				161

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	10,000	10,000
Classroom / Teaching Supplies & Materials	43,050	-	-	-	-	43,050
Special Ed Supplies & Materials	-	3,000	-	-	-	3,000
Textbooks / Workbooks	50,300	-	-	-	-	50,300
Supplies & Materials other	10,000	-	-	-	5,000	15,000
Equipment / Furniture	35,000	-	-	-	8,000	43,000
Telephone	-	-	-	-	15,000	15,000
Technology	62,048	-	-	-	5,000	67,048
Student Testing & Assessment	8,050	-	-	-	-	8,050
Field Trips	16,100	-	-	-	-	16,100
Transportation (student)	24,000	-	-	-	-	24,000
Student Services - other	3,220	-	-	-	-	3,220
Office Expense	-	-	-	-	13,200	13,200
Staff Development	40,000	-	-	-	-	40,000
Staff Recruitment	-	-	-	-	3,000	3,000
Student Recruitment / Marketing	-	-	-	-	5,000	5,000
School Meals / Lunch	-	-	20,125	-	-	20,125
Travel (Staff)	-	-	-	-	500	500
Fundraising	-	-	-	5,000	-	5,000
Other	25,000	-	-	-	-	25,000
TOTAL SCHOOL OPERATIONS	316,768	3,000	20,125	5,000	64,700	409,593
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	26,600	26,600
Janitorial	-	-	-	-	5,000	5,000
Building and Land Rent / Lease	-	-	-	-	210,000	210,000
Repairs & Maintenance	-	-	-	-	15,000	15,000
Equipment / Furniture	-	-	-	-	10,000	10,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	60,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	326,600	326,600
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	1,356,056	127,967	53,620	5,000	1,120,105	2,662,748
NET INCOME	1,028,484	(127,967)	146,380	20,000	(1,120,105)	(53,207)

Training, development, insurance
 \$200/student; \$50 per student for library books
 \$300/student; \$2K for professional books and journals (subscriptions, book club books)
 Office supplies \$10K; Building supplies \$5K
 Classroom furniture 5K x 7 = \$35K; office furniture \$5K; office equipment \$3K
 Phone, internet, website
 Student computers (20 x \$500/computer); 7 TeacherEase software (\$120 x 7 teachers);
 TeacherInsight software (\$8/student x 161 students); Teacher netbooks (7 x \$300/netbook); 7 Interactive whiteboards (7 x \$5000)
 \$50/student
 \$100/student for admission fees
 \$150/student (based on \$400/bus)
 Uniforms for 20% of students; \$100/student
 Rental of 2 photocopy machines and printing - \$1K/month; Postage - \$100/month
 Educational consultants and teacher workshops
 Unpaid lunch fees estimated at \$125 per student
 STEM educational projects
 Property, general liability, auto, crime, excess liability, school board E&O, Workers
 Compensation, student accident
 Cleaning supplies
 14,000 sq ft at \$15/sq ft
 Classroom painting and upkeep
 \$10,000 office furniture
 \$5,000/month

**Hudson River Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2012 to June 30, 2013**

Total Revenue	391,703	2,083	438,524	2,083	591,703	2,083	391,703	2,083	391,703	2,083	391,703	2,083	2,609,540
Total Expenses	234,669	183,648	227,340	224,120	224,121	224,121	224,121	224,122	224,122	224,122	224,122	224,122	2,662,748
Net Income	157,035	(181,564)	211,184	(22,036)	367,583	(22,037)	167,583	(22,038)	167,582	(22,038)	167,582	(22,038)	(53,207)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	30,954	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	1,824,406
Net Income	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	(22,253)	1,771,199
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Executive Management	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
Instructional Management	0.40	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	34,000
Deans, Directors & Coordinators	0.50	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
CFO / Director of Finance	1.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Operation / Business Manager	0.50	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	84,000
Administrative Staff	1.00	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL ADMINISTRATIVE STAFF	4.40	37,333	448,000											

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	7.00			53,900	53,900	53,900	53,900	53,900	53,900	53,900	53,900	53,900	53,900	539,000
Teachers - SPED	1.00			7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	77,000
Substitute Teachers	-			630	630	630	630	630	630	630	630	630	630	6,300
Teaching Assistants	4.00			14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	144,000
Specialty Teachers	-			3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000
Aides	-			1,920	1,920	1,920	1,920	1,920	1,920	1,920	1,920	1,920	1,920	19,200
Therapists & Counselors	-			-	-	-	-	-	-	-	-	-	-	-
Other	-			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
TOTAL INSTRUCTIONAL	12.00	-	-	85,050	850,500									

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-	-	-	-	-	-	-	-	-	-	-
Librarian	-			-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Security	-			-	-	-	-	-	-	-	-	-	-	-
Other	-			-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	4,167	50,000											

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS	17.40	41,500	41,500	126,550	1,348,500									
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TOTAL PERSONNEL SERVICE COSTS

17.40	69,525	69,525	154,575	1,684,800										
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CONTRACTED SERVICES

Accounting / Audit	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	66,754
Legal	83	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	250	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Services	83	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	12,083	145,000
TOTAL CONTRACTED SERVICES	18,063	216,754												

**Hudson River Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2012 to June 30, 2013**

Total Revenue	391,703	2,083	438,524	2,083	591,703	2,083	391,703	2,083	391,703	2,083	391,703	2,083	2,609,540
Total Expenses	234,669	183,648	227,340	224,120	224,121	224,121	224,121	224,122	224,122	224,122	224,122	224,122	2,662,748
Net Income	157,035	(181,564)	211,184	(222,036)	367,583	(222,037)	167,583	(222,038)	167,582	(222,038)	167,582	(222,038)	(53,207)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	30,954	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	1,824,406
Net Income	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	(22,253)	1,771,199

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
SCHOOL OPERATIONS													
Board Expenses	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Classroom / Teaching Supplies & Materials	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	43,050
Special Ed Supplies & Materials	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Textbooks / Workbooks	-	48,300	200	200	200	200	200	200	200	200	200	200	50,300
Supplies & Materials other	12,000	273	273	273	273	273	273	273	273	273	273	273	15,000
Equipment / Furniture	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	43,000
Telephone	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Technology	62,048	455	455	455	455	455	455	455	455	455	455	455	67,048
Student Testing & Assessment	671	671	671	671	671	671	671	671	671	671	671	671	8,050
Field Trips	-	-	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	1,610	16,100
Transportation (student)	-	-	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000
Student Services - other	-	-	3,220	-	-	-	-	-	-	-	-	-	3,220
Office Expense	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
Staff Development	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Staff Recruitment	1,500	1,500	-	-	-	-	-	-	-	-	-	-	3,000
Student Recruitment / Marketing	417	417	417	417	417	417	417	417	417	417	417	417	5,000
School Meals / Lunch	-	-	2,012	2,012	2,012	2,012	2,012	2,013	2,013	2,013	2,013	2,013	20,125
Travel (Staff)	42	42	42	42	42	42	42	42	42	42	42	42	500
Fundraising	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other	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
TOTAL SCHOOL OPERATIONS	93,115	68,094	27,736	24,516	24,516	24,516	24,516	24,517	24,517	24,517	24,517	24,517	409,593
FACILITY OPERATION & MAINTENANCE													
Insurance	2,216	2,216	2,216	2,216	2,217	2,217	2,217	2,217	2,217	2,217	2,217	2,217	26,600
Janitorial	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Building and Land Rent / Lease	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	210,000
Repairs & Maintenance	3,000	2,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	15,000
Equipment / Furniture	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE	28,966	27,966	26,966	26,966	26,967	26,967	26,967	26,967	26,967	26,967	26,967	26,967	326,600
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES	234,669	183,648	227,340	224,120	224,121	224,121	224,121	224,122	224,122	224,122	224,122	224,122	2,662,748
NET INCOME	157,035	(181,564)	211,184	(222,036)	367,583	(222,037)	167,583	(222,038)	167,582	(222,038)	167,582	(222,038)	(53,207)

Hudson River Charter School
PROJECTED CASH FLOW FOR PLANNING PERIOD
July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	391,703	2,083	438,524	2,083	591,703	2,083	391,703	2,083	391,703	2,083	391,703	2,083	2,609,540
Total Expenses	234,669	183,648	227,340	224,120	224,121	224,121	224,121	224,122	224,122	224,122	224,122	224,122	2,662,748
Net Income	157,035	(181,564)	211,184	(222,036)	367,583	(222,037)	167,583	(222,038)	167,582	(222,038)	167,582	(222,038)	(53,207)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	30,954	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	1,824,406
Net Income	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	(22,253)	1,771,199
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	157,035	(181,564)	211,184	(222,036)	367,583	(222,037)	167,583	(222,038)	167,582	(222,038)	167,582	(222,038)	(53,207)
Beginning Cash Balance	30,954	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	1,824,406
ENDING CASH BALANCE	187,989	6,424	217,608	(4,429)	363,154	141,116	308,699	86,660	254,242	32,203	199,785	(22,253)	1,771,199

**Hudson River 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	2,609,540	3,685,422	4,561,476	5,637,716	6,714,154
Total Expenses	2,597,748	3,475,604	4,331,981	5,134,381	5,840,591
Net Income (Before Cash Flow Adjustments)	11,793	209,818	229,495	503,335	873,563
Actual Student Enrollment	161	230	299	368	437
Total Paid Student Enrollment	161	230	299	368	437
	Year 1	Year 2	Year 3	Year 4	Year 5
	2,012	2,013	2,014	2,015	2,016

EXPENSES

		No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1		140,000	140,000	205,000	205,000	205,000
Instructional Management	0		34,000	153,000	247,000	247,000	247,000
Deans, Directors & Coordinators	1		36,000	60,000	60,000	120,000	120,000
CFO / Director of Finance	1		65,000	65,000	65,000	65,000	65,000
Operation / Business Manager	1		84,000	120,000	120,000	120,000	120,000
Administrative Staff	1		24,000	74,000	80,000	80,000	80,000
TOTAL ADMINISTRATIVE STAFF	4.40		383,000	612,000	777,000	837,000	837,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7		539,000	770,000	1,001,000	1,232,000	1,463,000
Teachers - SPED	0		77,000	123,200	115,500	192,500	231,000
Substitute Teachers	-		6,300	9,000	11,700	14,400	17,100
Teaching Assistants	4		144,000	144,000	144,000	144,000	144,000
Specialty Teachers	-		35,000	50,000	70,000	80,000	100,000
Aides	-		19,200	19,200	19,200	19,200	19,200
Therapists & Counselors	-		-	46,200	77,000	77,000	77,000
Other	-		30,000	30,000	30,000	40,000	40,000
TOTAL INSTRUCTIONAL	11.25		850,500	1,191,600	1,468,400	1,799,100	2,091,300
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-		-	15,000	15,000	15,000	15,000
Librarian	-		-	-	-	26,000	39,000
Custodian	1		50,000	50,000	70,000	70,000	70,000
Security	-		-	-	-	-	-
Other	-		-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00		50,000	65,000	85,000	111,000	124,000
SUBTOTAL PERSONNEL SERVICE COSTS	16.65		1,283,500	1,868,600	2,330,400	2,747,100	3,052,300
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			103,160	142,948	178,276	210,153	233,501
Fringe / Employee Benefits			179,200	268,800	347,200	380,800	425,600
Retirement / Pension			53,940	74,744	93,216	109,884	122,092
TOTAL PAYROLL TAXES AND BENEFITS			336,300	486,492	618,692	700,837	781,193
TOTAL PERSONNEL SERVICE COSTS	16.65		1,619,800	2,355,092	2,949,092	3,447,937	3,833,493
CONTRACTED SERVICES							
Accounting / Audit			66,754	86,792	106,830	126,867	146,905
Legal			1,000	1,000	1,000	1,000	1,000
Management Company Fee			-	-	-	-	-
Nurse Services			-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-
Payroll Services			3,000	3,150	3,308	3,473	3,647
Special Ed Services			1,000	1,500	2,000	2,500	3,000
Titement Services (i.e. Title I)			-	-	-	-	-
			145,000	150,000	180,000	180,000	210,000
Other Purchased / Professional / Consulting			-	-	-	-	-
TOTAL CONTRACTED SERVICES			216,754	242,442	293,137	313,840	364,551

See Personnel sheet

See Personnel sheet

\$12/hr x 40 hrs/wk x 40 weeks

ELT teachers

3 hours daily @ \$25/hr to supplement district provided nurse
Year 3, 0.4 FTE; Year 4, 0.6 FTE; Year 5, 0.8 FTE; 1.0 FTE = \$55K
Year 1 and 2, 1 FTE; Year 3 and 4, 1.5 FTE; Year 5, 2 FTEs

Payroll taxes = 7.65%
80% of 14K; # staff: 18, 24, 31, 34, 38
401K - 4% of salary

Increase based on student enrollment growth; 5% growth
5% growth

Includes compliance services (2.5% of student revenue (4th Sector Solutions);
Technology consultant years 1-3; Staff development Year 1 \$30K, increase \$5K each year

Hudson River Charter School						DESCRIPTION OF ASSUMPTIONS
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.						
Total Revenue	2,609,540	3,685,422	4,561,476	5,637,716	6,714,154	
Total Expenses	2,597,748	3,475,604	4,331,981	5,134,381	5,840,591	
Net Income (Before Cash Flow Adjustments)	11,793	209,818	229,495	503,335	873,563	
Actual Student Enrollment	161	230	299	368	437	
Total Paid Student Enrollment	161	230	299	368	437	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2,012	2,013	2,014	2,015	2,016	
SCHOOL OPERATIONS						
Board Expenses	10,000	10,000	10,000	10,000	10,000	Training, development, insurance
Classroom / Teaching Supplies & Materials	43,050	33,500	39,950	78,000	52,850	\$5,000 for each new classroom; \$1,000 for existing classrooms; \$50/student for library books; year 4 only library books \$50K
Special Ed Supplies & Materials	3,000	3,000	3,000	3,000	3,000	
Textbooks / Workbooks	50,300	36,800	43,700	50,600	57,500	\$300 for new students; \$100 for existing students
Supplies & Materials other	15,000	5,000	5,000	5,000	5,000	
Equipment / Furniture	43,000	18,000	18,000	48,000	18,000	\$5K x 3 new classrooms each year; \$3K miscellaneous; for year 4, library furniture \$30K
Telephone	15,000	15,750	16,538	17,364	18,233	
Technology	67,048	32,460	33,372	57,384	35,196	
Student Testing & Assessment	8,050	11,500	14,950	18,400	21,850	\$50/student
Field Trips	16,100	23,000	29,900	36,800	43,700	\$100/student for admission fees
Transportation (student)	24,000	34,500	44,850	55,200	65,550	\$150/student (based on \$400/bus)
Student Services - other	3,220	2,300	2,990	3,680	4,370	Uniforms for 10% of students; \$100/student
Office Expense	13,200	13,860	14,553	15,281	16,045	
Staff Development	40,000	60,000	80,000	100,000	120,000	
Staff Recruitment	3,000	3,000	3,000	3,000	3,000	
Student Recruitment / Marketing	5,000	4,000	3,000	2,000	2,000	
School Meals / Lunch	20,125	28,750	37,375	46,000	54,625	Unpaid lunch fees estimated at \$125 per student
Travel (Staff)	500	1,000	1,500	2,000	2,500	
Fundraising	5,000	7,000	9,000	11,000	13,000	
Other	25,000	30,000	35,000	40,000	45,000	STEM projects
TOTAL SCHOOL OPERATIONS	409,593	373,420	445,678	602,709	591,418	
FACILITY OPERATION & MAINTENANCE						
Insurance	26,600	28,400	30,300	32,300	34,400	Increase
Janitorial	5,000	7,500	10,238	13,230	16,496	Increase based on student enrollment growth; 5% growth
Building and Land Rent / Lease	210,000	330,000	435,000	540,000	750,000	Square feet: Year 2, 22K; Year 3, 29K; Year 4, 36K; Year 5, 50K. All at \$15 per square foot
Repairs & Maintenance	15,000	15,750	16,538	17,364	18,233	
Equipment / Furniture	10,000	2,000	2,000	2,000	2,000	
Security	-	-	-	-	-	
Utilities	60,000	96,000	125,000	165,000	230,000	Increase based on building square feet
TOTAL FACILITY OPERATION & MAINTENANCE	326,600	479,650	619,075	769,894	1,051,129	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	2,597,748	3,475,604	4,331,981	5,134,381	5,840,591	
NET INCOME	11,793	209,818	229,495	503,335	873,563	

