

Avance Charter High School

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

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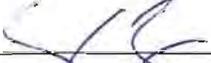
CSD: Four

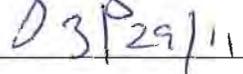
Project Grade Levels: 9-12

Projected Maximum
Enrollment: 480

Charter School Application Statement of Assurances

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

 _____ Signature of Lead Applicant

 _____ Date

Avance Charter High School (ACHS) Full Application

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I. Education Plan

A. Curriculum and Instruction

Overview

In order to significantly reduce the achievement gap for East Harlem youth and to prepare them for the rigorous demands of college, the Avance Charter High School (“ACHS”) educational program includes a rigorous curriculum delivered through a synthesis of best instructional practices for academic success in high school and beyond. The school will accomplish its mission by having increased time on task, a tightly focused academic program, a highly trained teaching staff, and the engagement of students through the integrated themes of leadership development and community. At ACHS, students who have historically been left behind will be offered a program grown in their own community that will break the status quo of low educational expectations and outcomes, not perpetuate them. In doing so, ACHS will dramatically increase high school graduation and college acceptance rates for youth of the community.

Curriculum

In order to fulfill its mission, ACHS will first and foremost prepare students to master New York State (“NYS”) learning standards in order to perform successfully on the mandated NYS assessments required for a high school diploma. In addition, ACHS will provide students with opportunities to acquire college credits. When the ACHS opens in September of 2012, teachers will possess curriculum maps for every subject (see professional development program below). The maps will strictly adhere to the NYS Standards inclusive of the Common Core State Standards in English and Math. Each curriculum map will be tightly organized to prepare students for success on corresponding NYS Regents exams. Whereas the standards will determine the scope and sequence of each curriculum map, the Regents exams will serve as the reference point for academic success. ACHS course offerings and sequence are geared towards preparing students to pass the nine Regents exams that are required of the Advanced Regents diploma. The instructional delivery of all courses will provide rigorous learning experiences that will develop the essential learning habits necessary for college success.

Teachers will have flexibility in the methodology and materials used as the basis of their lessons but they do not have the option to detour from the prescribed standards-based content. Their units of study and lesson plans will be based on the standards and content outlined in their curriculum maps. ACHS will use a lesson plan format that explicitly requires the teachers to indicate the standards, or derivation of the standards, that the lesson relates to. Each standard must be appropriately grouped into manageable and concise goals for the particular lesson. The formative and summative assessments of those goals will be used to gather data on the level of standard mastery for each student. Assessments and assessment tools will align directly with both the format and content of the Regents exams. When teachers identify standards that fall short of proficient mastery, they will create appropriate interventions at the whole class, small group, or individual student level to bridge the gaps for students (see assessments below).

The various courses will integrate themes of leadership and community education creatively throughout each curriculum. Classes that culminate in Regents exams will do so by integrating these themes wherever possible in each curriculum map. Classes that do not culminate in Regents exams, e.g. upper level English classes, Government, Economics, and the arts will make these themes the focal point of the curriculum with aligned texts, writing tasks, and performance-based assessments.

English

The ninth and tenth grade programs will offer seven one-hour periods of English a week in addition to extended day and Saturday Academy reinforcement of basic literacy skills and application of course content. Students will sit for the English Regents exam in January of their 11th grade year. We expect

that over 75% of our students will successfully pass this exam, regardless of their reading deficits upon entering ACHS by committing more focused time to English instruction (longer school year, longer school day, and increased number of periods for English instruction in the Saturday program) and more instructional efficiency (the use of data to drive instruction). Those students who successfully pass the exam will take a half year of SAT prep in their junior year followed by advanced thematic literature courses. Those who do not pass on the first attempt will attend the Summer Academy and, if necessary, take another semester of Regents-based English.

The English curriculum will be broken into two discrete, yet intertwined courses: reading and a writing workshop. ACHS believes firmly that success in all academic subjects, corresponding Regents exams, college, and life in general depend heavily on the ability to comprehend and make meaning of text. Unfortunately, students typically enter high school reading below grade level and, in far too many cases, significantly below grade level. ACHS will make a concerted effort to rectify this critical deficiency early in the students' high school career so that they can meet success in all their core subjects. Additional time and resources will be dedicated to support our goal of helping every student who enters school with deficits in their reading ability will minimally improve two reading grade levels within the first year. The reading course will focus primarily on the acquisition of reading comprehension skills like locating the main idea, making inferences and predictions along with an introduction to a wide range of literature genres. In accordance with the Common Core Standards and the new Regents exam in English, there will be a strong emphasis given to informational texts. Diagnostic Reading data will be analyzed to determine the general reading levels of the students in order to select leveled texts through which students can practice their reading comprehension skills. As the Regents exam and standards are skill-oriented and not geared towards the covering of particular texts, the school will have flexibility in the selection of texts to master those relevant skills. Literature will be carefully matched to align with the mastery of specific literary devices and awareness of language functions. A core component of the daily reading workshop class is independent reading that will be structured to help students pick appropriate and engaging texts. Additional readings for whole class instruction will be thoughtfully selected to represent the school's themes of leadership and community as well as to integrate content themes.

The writing workshop curriculum will be planned to help students develop the writing skills necessary to successfully complete the writing tasks on the English and Global Studies Regents exams. Students will learn to write with a purpose and to adequately communicate their ideas. For Regents-based tasks students will be instructed how to describe, explain, compare and contrast, evaluate, and synthesize information and ideas in a clear and coherently organized framework.

Data gathered from writing samples in the beginning of ninth grade will be used to determine the extent of remediation needed in foundational writing literacy such as organization, grammar and punctuation, topic sentence construction, and paragraph structure. For students who the data reveal are more advanced, they will accelerate up the ladder of higher level tasks. The workshop model will allow the teacher time and room to conference with students at different points in the writing process. All work will be maintained in a portfolio that will serve as a collection of artifacts for students to reflect and self-assess their writing progress.

Social Studies

The Global Studies (Grades 9 and 10) and American History (Grade 11) state standards are very content specific and demanding. The scope and sequence of these courses imposes a tight timeline on the teachers to help students master the requisite standards. The school will free up considerable time to meet these heavy demands by shifting the writing instruction and practice of Regents-based thematic and document-based essays typically incorporated into the social studies curriculum to the writing workshop. Likewise, the English reading course will be able to supplement the social studies curricula by having students

closely examine informational documents derived from historical topics. Twice a week double blocks in social studies will allow for the extra time required to explore select, high-leverage topics in depth through the use of film, Socratic seminars, and project-based learning. When the students enter their senior level courses in Economics and Government the courses will rely on these learning modalities more heavily. Every lesson will have students interact with a primary or secondary text and incorporate opportunities for them to translate, infer, interpret, or analyze new knowledge in order to demonstrate comprehension and transfer information to long-term memory. Textbooks and packaged curricula like *History Alive!* that are aligned to State Standards, will be used as supplementary materials.

Science

Students entering the ninth grade will take the Living Environment (LE) course. Because the students entering ninth grade will be, on average, entering below grade level in reading and math, most students will be ready to take the Regents exam in the middle of tenth grade. Students will then begin a 1.5 year course in Chemistry and take the Regents exam in June of their 11th grade year. In their senior year students will have the option of taking Physics, and/or if they are in good academic standing, the AP Biology course. Double blocks of science will be scheduled twice a week in order to accommodate the time required for lab-based activities. Given the extra half year allotted to fulfilling the science course curricula teachers will have the opportunity to utilize more hands-on activities as well as to apply the scientific method to longer investigations. Select units in Living Environment focused on the interactions between humans and their environment will make use of the East Harlem community as a case study.

Math

Students entering the ninth grade will be enrolled in Integrated Algebra thus beginning the three course sequence in math. Upon completion of the Integrated Algebra course, the students will take Geometry, followed by Trigonometry. ACHS students will be scheduled for 7 one-hour periods of math weekly with additional time set aside during the extended day and Saturday Academy schedules for additional math support. Given the extra dedicated time, students will be scheduled to take Regents exams at the end of each of the first three years. In order to receive their Advanced Regents Diploma, students must pass all three exams. If a student does not pass any of the three exams on their first try, they will have the opportunity to take a Regents-prep class in the Summer Academy or repeat the course the following year. Students will have four years to pass the three exams. Students in good academic standing will have the option of taking a college level class through college or university partnership established by the Head of School or an AP course in mathematics. Math courses at ACHS will make wide use of available technology to model mathematic problem-solving as well as to investigate applications of mathematic principles in the real world.

Art and Music

In the ninth grade students will be offered a specialized art and music program on Wednesday afternoons that will not be issued course credit. However, during the subsequent three years ACHS students will be offered a Visual Arts course to receive the required credits to receive an Advanced Regents diploma. The students will be taught through local visiting artists provided by cooperating organizations or institutions in East Harlem. The courses will function as surveys in the various studio and performing arts, including exposure to a wide genre of music. Particular focus will be placed on art forms that emanate from the student's own cultures. Final art and music projects will involve a community dimension that will allow students to display their material art in public spaces or perform in front of community groups. Students who are on track by the end of the ninth grade (including Summer Academy) will be scheduled for a half year survey course in visual arts and a half year survey in musical genres. Students who are not able to take their art credit in ninth or tenth grade will be scheduled to fulfill their art credit in the 12th grade.

Advisory

Advisory time will be at the end of the regularly scheduled day for an abbreviated period. Advisory provides an opportunity to check in with students, share information and to engage explicitly in the school culture of W.I.S.E.R. Advisory time will be dedicated to exploring the meanings of Wisdom, Integrity, Service, Execution, and Resilience and how students can effectively apply those qualities to their own lives. Advisors will serve as the person who is the first contact between families and schools. They are expected to monitor the academic status of their advisees and make sure that the school is aware of students in need of academic interventions. Parents who have concerns related to their child's education will be able to communicate directly with an advisor. Advisors will attempt to rectify most problems directly but will also be empowered to refer students to the school's guidance counselor or administration for further assistance. The literature on students at-risk of academic failure, suggests that students who are known and have a meaningful, positive relationship with at least one adult in the school community are significantly less likely to drop out of school. The advisory system is part of ACHS' youth development strategy to make sure that every student has an adult who tunes in to their social, emotional, and academic health.

Honors

ACHS expects to recruit a high number of students who are struggling to meet their grade level expectations. However, it is inevitable that the school will attract a wide range of students who represent different ability levels. Our goal will be to accommodate this diversity of learners by matching them to course sections that are geared toward their current performance levels. Although we could use 8th grade English and math score data, that data often arrives too late for September scheduling and is not sufficient by itself to determine objective ability levels required for high school.

At the end of the first semester the teachers will analyze both performance and anecdotal data to determine which students are performing considerably higher than their peers to arrange a special honors section. This implies that each course section with the honors cohort will have to differentiate their curriculum to accommodate their expressed ability. These sections will still adhere to meeting the state standards but will have the opportunity to go more in depth, master more higher-order skills, and be prepared to take Advance Placements courses in their Junior and Senior years. Although all students will remain on track to get Advanced Regents Diplomas, these students will be prepared to score in the upper percentiles of the component exams. ACHS will continuously use data to assure that this honors track will be fluid. Programs for the students who are not meeting expectations, will be adjusted after students are provided with extra help or academic intervention. All students will be challenged and given the opportunity to do honors level work regardless of their placement. Students entering the honors classes after the second semester of ninth grade, will be given extra interventions in the extended day and Saturday academies to catch up in the subjects that have gone ahead in the curriculum.

Extended Day Program

Avance's extended day program will provide additional time and structure for students to receive extra support in all subject areas. ACHS will rely primarily on additional staffing provided by the Aprendes Foundation and other community institutions; and, this time will serve as independent study time, one-on-one or small group tutoring and homework assistance. The school will make available all instructional resources including equipment and texts to support this time on task. Students will also rotate through a community education and leadership development seminar led by Leadership Development Specialists who are college-matriculated community residents and funded by the Aprendes Foundation. As opportunities present themselves in the future, students will also be able to spend this time engaged in extra-curricular activities such as internships or community service.

Saturday Academy

ACHS will be open seventeen Saturdays during the school year for three hours of basic study skills development, intensive math and ELA reinforcement, and Regents exam preparation. Prior to the opening of the school in September 2012, the Avance Board of Trustees will determine the level of compensation and the expectation of ACHS teacher participation. All students are expected to attend Saturday school. Breakfast will be provided prior to instruction.

Summer Academy

Any student who finishes the school year in poor academic standing will be required to attend the Summer Academy. Summer Academy will operate for six weeks, Monday to Thursday. Daily instruction will include two two-hour blocks. Students may take up to two classes in the summer. The program ends at the close of the August Regents examinations. Students will be eligible for Summer Academy if they either fail a Regents exam or do not meet 75% mastery of their course standards. Beginner and intermediate ELLS will be given a special program in intensive ESL. Students who have an IEP will have an opportunity as well to receive extra small group instruction to help close their achievement gap with their grade level peers. Finally any student who continues to be more than two grade levels below in reading will attend one class in reading comprehension.

Instructional Strategies and Practices

ACHS teachers will use a synthesis of instructional best practices to deliver the school's rigorous curriculum to its students. All instructional strategies will support the dual goals of steering students to successful completion of the high school graduation criteria while simultaneously preparing them for the demands and rigors of college.

Teachers will have considerable flexibility in determining the specific means in which they deliver curricular content as long as they construct instructional objectives that are well-defined, aligned with their curriculum maps, and employ proper formative assessment strategies to gauge student progress towards those goals. Depending on the goals and the teacher's judgment on how best to achieve those goals, the instructional mechanism of the class could be defined by the concept-attainment model, the inquiry process, cooperative learning, concept attainment, inductive model, or the direct instruction approach. Whichever instructional strategy a teacher uses, it must be described in the context of a developmental lesson plan for every class of every day. The teachers will organize their lessons to fulfill the scope and sequence of their curricular maps, but the particular grouping and the specific intersections of knowledge and skills will be determined by the teachers' awareness of the students' abilities and potential efficacy. The pacing of the curriculum and the spiraling decisions will be based on formative assessment data.

Each course is designed to provide students with scaffolded learning such that a teacher assesses students' prior knowledge, introduces a specific topic, provides opportunity for students to practice and master specific performance tasks, and then assesses whether students have met the standards for proficiency as outlined by the performance indicators. Teachers are accountable for adapting their curricula to ensure that those students who have not demonstrated proficiency have multiple opportunities to master content over the course of the year.

The cumulative goals and standards for each course will be publicly displayed and understood by the students. There will be clear expectations for the skills and content they are required to master including performance task matrices, rubrics and models of success which indicate the specific criteria that they will be evaluated on. For every task assessed students will receive immediate and constructive feedback related directly to a matrix or rubric. For courses culminating in a Regents exam teaching strategies will provide considerable practice in the form and content of actual Regents tasks.

Upper grade courses will emulate the learning structures and dynamics of college classrooms. It is within these later grades, particularly in the classes that do not culminate in Regents exams that students will engage in more problem-based learning. Problem-based learning requires more time, independence, and inquiry skills that reflect the nature of learning in college level courses. Students will be exposed to these opportunities in the earlier grades where appropriate, but the junior and senior level classes will be primarily oriented around this mode of learning.

While the methods of instruction will vary from teacher to teacher, subject to subject and grade to grade, all teachers will utilize an overarching framework in how the lesson is structured. The framework for instruction involves continual assessment and reflection. An observer should be able to walk in any classroom and see the following commonalities: (1) before the lesson or unit begins, teachers must have assessed if the students have the prior knowledge to be ready to learn what is about to be taught, (2) throughout the lesson or unit the teachers continually assess to ensure that students are grasping concepts as lessons and units progress, and (2) teachers assess at the end of the lesson or unit to determine if students are able to synthesize what has been taught. Continually assessing students throughout the course of the lesson or unit to ascertain their level of understanding can, for instance, take the form of informal pivotal questions to more formal summative assessments or unit exams.

Teachers must be able to be flexible in their lessons to be ready to shape the lesson depending on student readiness. They need to understand where their teaching was not effective so that they can make the necessary real time adjustments when students fail to grasp a concept. Teachers must always know what their students do not know as well as the depth of what they understand. This requires constant and continual assessments of students' skill and knowledge through these formal and informal methods. Reflective practice is critical and we expect our teachers to be meta-cognitive about their teaching and learning. Through our use of a robust student information system, teachers will have access to real time data that will allow them to identify each of their student's strengths and weaknesses and track growth and mastery on content standards. Implementing data-driven instructional best practices will ensure that teachers are able to tailor and differentiate instruction to address the individual needs of their students, increasing achievement and decreasing academic deficits. Our professional development for teachers will continue to build their capacity to deliver data-driven instruction.

Professional Development (PD) Plan

The success of ACHS depends entirely on the quality of its teaching staff. We expect that given the staffing realities of new charter schools and the vigorous demands required to fulfill the stated mission of the school, the teachers will require an extensive, on-going program of professional development. The outcome of this program will be the accelerated growth of all teachers and the creation of a highly trained teaching corps.

The PD plan integrates three layers of teacher support to constantly improve the development and delivery of the course curricula described above: school-wide PD sessions, grade and subject team meetings, and individualized action programs. At each level the administration will build accountability measures aligned with school performance goals, professional criteria, and individual teacher goals to ensure that the work of PD is realized in the classroom.

Upon accepting a position to ACHS, teachers will be agreeing to the professional development structure and expectations. It is understood by ACHS that the position of Head of School is synonymous with Lead Instructor. As such, the Head of School will be an active participant in all areas on the instructional program and have a visible presence in and out of the classrooms. During the first two years of the school the administration will assume total responsibility for all areas of professional development. By the third

year, the administration will gradually release control of the PD program by identifying teachers who possess the experience and affective qualities to become school leaders in the context of professional development and under the direction of the Director of Instruction or Head of School (HoS). The administration will structure opportunities during the extended day, Saturday and summer academies to further develop their leadership capacity. By the fourth year the school will designate master teachers from within the existing staff who will take responsibility for each academic department in return for a 1-2 course reduction. Their responsibilities will center primarily on continued curriculum improvement, facilitating inquiry work, and mentoring novice teachers.

A guiding principle of the PD program and all interactions between administrative staff and teachers will be to constantly and consistently demonstrate best instructional practices and behaviors that will be turn-keyed in the classroom by teachers. For example, the delivery mechanism of new knowledge in PD will utilize the workshop modeling process of to/with/by, so that teachers are able to effectively master the new content. Likewise, the administration will formatively assess all teachers frequently on the established school instructional criteria and provide immediate and constructive suggestions for improvement.

Whole Staff Professional Development:

The school wide PD sessions will be held every Wednesday afternoon between 12:30-2:00 while the students are engaged in other activities. With the exception of the PE and art/music teachers, all teachers will participate. The focus of whole staff PD will be on generalized topics in instruction and learning that are geared towards the realization of desired student outcomes. Apart from subject mastery and certain personality traits, teacher success lives and dies by the quality of lesson plans and their ability to execute them faithfully. The first several months will focus on the mastery of the main components of the developmental lesson plan: goals, strategies and assessments. Teachers will be trained on how to construct instructional objectives that are manageable and achievable in the context of a single lesson, are balanced between skills and content, and are expressed in relation to the Common Core Standards and their curriculum maps. Just as the goals guide the lesson, the activities for the lessons actualize the learning towards content and skill mastery. As mentioned in the section above, the teachers will be exposed to a range of teaching modalities and trained on how to align the lesson activities to the stated goals. The teachers will be taught how to formatively assess at various pivotal points in each lesson to gather data on where students are relative to the goals. Additionally, the teachers will develop the tools to analyze the data in order to plan subsequent lessons.

The second phase of PD will focus on meeting the needs of all the students. Teachers will be taught the various strategies to differentiate instruction at the whole class, small group and individual student levels according to the range of learning abilities in their classes. Special attention will be given to how best to support, ELL and SPED learners. Finally, in this phase which will round out year 1, the teachers will learn about and implement various literacy strategies to support the students who continue to struggle with reading comprehension and written expression.

With few exceptions, all PD will be conducted by in-house staff. In year one the (“HoS”) will co-facilitate the whole staff sessions with the Director of Instruction and gradually release full control to him/her while continuing to participate as a member. Each year the agenda for PD will change to meet the identified needs of the school according to feedback from official sources and end of year reflections.

The various work accomplished in the PD will be translated into the instructional criteria used to formatively assess individual teachers. The administration will construct a one page observation template with these criteria as points of reference to gather data on where the teachers are relative to where they need to be. Each form will have room for constructive suggestions for improvement if the class observed

does not adequately meet specific criteria. Teachers will be regularly and systematically visited by the HoS and the Director of Instruction. Teachers who are deemed to be struggling will be visited more frequently for the purpose of giving additional feedback and to provide a more reliable lens to the source of the teacher's struggles.

Data collected across the various teachers and classes will be used to inform the direction of PD. If the data concludes that the teachers generally have mastered a practice highlighted in PD sessions, then the PD agenda will move forward. If not, more time will be allotted to make sure that teachers are proficient in these critically important instructional requirements.

Over the course of the first charter term PD will shift from primarily a direct instruction model to more of an inquiry approach through the use of professional learning communities. The agenda for PD sessions will evolve from start up issues to the lingering issues and "sticky problems still facing teachers and students as well as topics identified by data trends and staff members.

Team Meetings:

Teachers will meet every week on Wednesdays from 2:15-4:00 in grade level teams. The purpose of these meetings will be to analyze student data and consider student intervention strategies for students who are struggling. In the early months of year 1, teachers will also be trained in the practice of gathering other types of qualitative data about their students. Teacher teams will endeavor to construct holistic profiles of struggling students in order to find best entry points to support them. Additionally, teachers will use this time to collectively examine student work to gather further insights into the granular problems students are having in meeting their goals. Until the school enters its third year, there will not be sufficient staff to organize academic department meetings. Beginning in year three, teachers will be able to meet once a month to work within their academic departments on Wednesday afternoons.

Individual Teacher Plans:

In years one and two every teacher will be required to meet with the HoS or the Director of Instruction once a week during a prep period for instructional intensives. All teachers new to ACHS in subsequent years will also receive two years of individualized instructional support. ACHS recognizes that this places a significant demand on the time of the instructional leadership of the school. However, similar to one on one tutoring between teachers and students, this is the most profitable use of the school leadership's time to help improve teacher performance. When the school enters its third and fourth years, master teachers will be identified to supply additional homegrown mentors capable of facilitating the instructional intensives.

Instructional intensives function as a space to both set and assess goals as well as to strategically work on meeting those goals. Through constructive dialogue the mentor and teacher will construct a tailored action plan for the teacher that includes student performance goals as well as instructional improvement goals. Teachers will be asked to identify particular areas of growth where they would like to improve that are Specific, Measurable, Attainable, Realistic and Timely S.M.A.R.T. Subsequent sessions will allow the participants to reflect on evidence of progress towards those goals, and respond to feedback given through classroom observations, and to support the teacher with problem-solving any particular difficulty they may be experiencing. These instructional intensives are a non-negotiable expectation of all teachers regardless of experience, yet they are intended to provide the highest level of support given to new teachers new to the ACHS community or the profession in general.

Formal evaluations will be conducted twice yearly, in January and May. Formal evaluations will not be based on observing a single class. Instead teachers will be evaluated on how well they have met the school's student performance goals, mastered the instructional criteria aligned to the school-wide PD and

individual action plan goals. The first evaluation will result in a progress report at the end of the first semester to indicate whether the teacher is in good standing or is in danger of not being asked to return to the school after June. The May evaluation will make this determination final.

In order to facilitate a fair and comprehensive evaluation of all teachers the school will maintain a portfolio of each teacher that includes student performance data, periodic assessment analyses, observation feedback forms, sample lesson plans, and various other artifacts. These portfolios will be used to track teacher progress over time and serve as a mechanism for teacher reflection. Teachers are expected to have an active voice in charting their career growth. Where necessary the administration will provide direction to individual teachers in the best interests of the school and students, but teacher action plans will be inherently more efficacious if they are derived from the teachers themselves. Likewise, formal evaluations will include an opportunity to allow the teacher to reflect on their performance for the record. All decisions regarding teacher retention or release will be made by the Head of School but will be handled respectfully and with ample opportunities for teachers to improve if they are considered in danger of not being retained.

Curriculum Development:

Teachers at ACHS will be expected to demonstrate deep knowledge of their subject matter. However, it is not expected that teachers recruited to ACHS will possess or have the skills to develop their own curriculum. ACHS will use the planning year to develop and acquire all required curriculum maps to support the teachers in the core subject areas in year one of the school. During the first year teachers will consistently annotate their reflections on the actualization of those maps in order to contribute to improved curriculum in year two. During the summer before year two, teachers will be brought together to write the curriculum maps for the tenth grade coursework and to modify the maps for the ninth grade.

Ultimately teachers will be the experts in constructing the course curricula and defining its scope and sequence. Teachers will be required to use the state standards, the performance indicators, and, where relevant, the Common Core as a catalyst for designing their curricula. Prior to the opening of the school, all teachers will be required to attend a two week session to plan their initial course units based on the curriculum maps. During the weekly instructional intensives, the teacher and their administrative counterpart will continue to work on curriculum implementation. All curricular modifications will be defended through the use of data.

Teacher team meetings will be used to support the horizontal and vertical articulation of the curricula. Grade level teams will make a concerted effort to create inter-disciplinary units that allow for fundamental skills development and application. For example, students will simultaneously apply and transfer organizational, note-taking, inference-making, the scientific method, and reading for meaning across their various courses. Vertical coordination of coursework within academic disciplines will avoid content redundancy and effectively support the scaffolding of complex skill development.

Differentiated Instruction

In addition to data gathering and analysis methods, teachers will be trained through the school's professional development program in the various strategies for differentiating their curriculum to meet the range of learning needs in their classes. Teachers will be cognizant of the different learning styles, or intelligences, identified by Howard Gardner and others and will strive to vary their instructional modalities so that all styles will be valued and integral to the learning experience. More importantly, however, teachers will be expected to identify the range of learning abilities in their class and adjust accordingly so that each cluster of learners on the spectrum (low, middle, and high) will have efficacious learning goals that are safely within their zone of proximal development. For example, in a typical lesson, groups of students may have the reading text slightly adjusted to align with their identified grade-

level reading ability and the comprehension questions that correspond to the text may tilt toward more higher order questions for the advanced learners and center on identification questions for the struggling learners. Each student, regardless of their starting point in each class will be expected to master the NYS and Common Core learning standards and pass their Regents exams. Those students who continue to function higher than their peers as evidenced by the data will also benefit from differentiation strategies to score in the upper percentiles of Regents exams. Students who score above 75 on Regents exams will be scheduled to take AP classes beginning in their Junior year.

The extra support provided to students outside of the regular instructional day, and the use of third level RTI plans for the most struggling learners, will eventually narrow the learning range within the classes so that teachers, at least in the later grades, will be required to differentiate less. For students who show exceptional academic promise in the entry level diagnostic assessments will be candidates for an honors track beginning in the second semester of ninth grade (see curriculum section).

Promotion Criteria

Students will earn credit for coursework depending on the class. If the course culminates in a Regents exam the student will receive annualized credit for the class. It is understood that a passing score on a Regents exam indicates a proficient mastery of the State Standards in that course. If the course does not culminate in a Regents exam the student will receive credit only if they achieve 75% mastery of the course standards. Students will remain identified with their cohort for the purposes of data tracking but be promoted by course subject, not by grade level. Students will not be retained in grade if they fail a course. They will proceed in the sequence of courses when they pass the course antecedents. ACHS will graduate its first cohort within the charter term. We will abide by the New York State Commissioner’s Regulation 100.5 concerning High School Diploma requirements, meaning that students who have entered the 9th grade in or since September 2008, will be required to attain a score of 65 or above on all required Regents examinations in order to earn a diploma.

High School Diploma Requirements			
Content Area	Graduation and Diploma Requirements	Credits	Regents Administration
English	Eng. I, II, III, IV	8	English Comprehensive Regents Exam
Math	Integrated Algebra, Geometry, Algebra 2/Trigonometry	6	Integrated Algebra Regents Exam
Science	Living Environment, Chemistry, Earth Science	6	One Science Regents Exam: Living Environment, Chemistry, Earth Science
Social Studies	Geography, Global History I, GH II, US History & Govt, Govt. & Economics	8	Global History Regents Exam and US History & Government Regents Exam
LOTE	Spanish I, II, III, IV	4	Spanish Regents Exam

HEPE	Physical & Health Education	4	N/A
Arts	Art, Music, Dance	2	N/A
Total Required Credits & Regents Exams		44	6

To earn an Advanced Regents Diploma a student must additionally pass the following Regents: Geometry, Trigonometry, Foreign Language, and Chemistry. ACHS will not impose any additional criteria for the awarding of a high school diploma.

Periodically throughout the year, school-wide student performance data will be disaggregated to determine the extent that the school is meeting, or has met, its accountability goals. If the data suggests that more than 25% of the students are not meeting the predetermined targets, the school will identify areas for improvement and create actions plans to improve on student performance results. The Head of School and Director of Instruction will take responsibility for this process and use the data to direct modifications in curriculum design and instructional approaches to meet the learning targets.

All instructional staff, including the HoS and Director of Instruction, formal evaluations is based, in large part, on the performance outcomes of students.

B. School Calendar and Daily Schedule

Daily Schedule

ACHS will implement a modified, A/B/C-day, daily schedule. This will combine the best of the 4x4 model. We have chosen a block schedule with 60 minute periods in order to accommodate our interdisciplinary and student-centered curriculum that would best facilitate problem-based learning in all content areas. In our ninth and tenth grade, students will be on an annualized schedule and take five major classes daily. Classes will be divided into four sections of students (25), or Family Groups. (See Attachment 3- Daily Schedule)

Yearly Calendar

The school year at ACHS is designed to provide increased learning time for both staff and students. The school year has 193 instructional days, 17 days of Saturday Academy offers 51 extra hours of math and ELA instruction and six weeks of Summer Academy offers 24 additional days of instruction. There are 14 days of planning and professional development prior to the beginning of the school year and half days are scheduled each month throughout the school year to provide staff with dedicated time for planning, professional development, data collection, record keeping, and reporting. (See Attachment 4- Annual Calendar)

C. Target Populations

The ACHS mission and academic program are designed to meet the needs of the students we will be serving in Community School District 4 or other like districts. Below please find the ACHS full enrollment plan:

	Anticipated Enrollment Table				
Grades	2012-13	2013-14	2014-15	2015-16	2016-17

9th	125	125	125	125	125
10th		100	125	125	125
11th			95	115	115
12th				95	115
Totals	125	225	345	460	480

In choosing CSD 4 and the East Harlem community to site its school, ACHS is demonstrating its commitment to serving an at-risk student population. All students who are eligible to attend public high schools in New York City are eligible to attend ACHS. As the data of *Section II.B. Target Populations* of the Prospectus illustrates, CSD 4 has a predominance of at-risk students by virtue of their growing up in poverty. The link between poverty and low academic achievement is illustrated in the poor middle school performance on the NYS ELA and math tests for students in CSD 4 with 26% of 8th graders scoring a level 3 or 4 on the NYS ELA test and 33% of 8th graders scoring a level 3 or 4 on the NYS math test in 2010.

ACHS will implement the outreach plan described in the Prospectus to recruit and enroll 125 students of a potential student pool of 1,200 who are currently enrolled in CSD 4 middle schools. In addition, ACHS staff will collaborate with the Renaissance Innovation Charter High School in East Harlem to outreach to families on their waitlist.

ACHS will welcome students who are below grade level, and the design of the school year which includes an extended day, increased number of instructional hours, Saturday Academy and Summer Bridge was purposeful because we knew that we needed the time on task to provide academic support, orientation and transition to students entering high school from East Harlem middle schools and to move them towards achieving our rigorous learning and performance standards.

Students will graduate from ACHS because we will hire teachers and staff who give them a reason to stay to graduate. ACHS will also provide them with the skills, knowledge, discipline and access to get there. We do not underestimate how important this will be in the lives of our students.

East Harlem students also need exposure and access. They need *exposure* to relate how what they are doing in school today relates to success in life tomorrow. They need *access* to role models, especially those who came out of the East Harlem community, and persevered despite similar personal and environmental challenges, to become leaders in their fields. This is critical in motivating students to stay in school and work hard because only through this exposure and access can they be given a very real and tangible image of what they themselves could become in the future.

ACHS' school design draws from the life experiences of its founders who had life-changing opportunities to attend early college readiness programs, to have community mentors, to have internships to engage in community service and to have exposure to the world of work all while in high school. These elements have been incorporated in the school design so that ACHS students can benefit from these experiences that they may otherwise not have.

D. Assessment

Approach to Assessment

The efficient and effective use of data will be the critical tool used by ACHS to reduce the achievement gap and to achieve its ambitious education program for all students. ACHS will make extensive use of student assessment data to inform every instructional decision at every level in the life of the school. For example, data will be used for curriculum pacing adjustment, small group interventions focused on specific learning standards, and individualized action plans for struggling students. The reference points for data analysis will be the schools accountability goals measured by course requirements for awarding credit, passing all NYS Regents exams with a 75 or greater score, and the accumulation of 44 credits towards graduation. The data collection process will be designed backwards from these goals by employing appropriate assessments, constructing timely benchmarks, and using data management tools for tracking progress towards those goals. The continuous analysis of assessment data will allow the school to make critical decisions impacting student achievement in real time.

Data will be gathered and analyzed from three types of assessment: diagnostic, formative, and summative. For every decision or determination of student's level of performance ACHS will attempt to gather multiple and varied sources of data. ACHS will have a logical plan for which assessments to use, when to deploy them, and how to make appropriate use of the data derived from each.

Each student who is new to ACHS, including the entire incoming freshman class each year, will be evaluated for their math skill proficiency needed to begin the integrated algebra curriculum and their grade level for reading. ACHS will assess these students by their eighth grade ELA and math scores with corresponding deficit levels as well as data from the DOE-provided Scantron Performance Series computer-adaptive reading and math assessments and the Terra Nova assessments in Math and English. These tests will be administered within the first two weeks of school by the math and ELA teachers with help from either the Director of Instruction and/or the Reading Specialist and upon enrollment for students entering during the school year.

Once the data is analyzed students who are not functioning at the appropriate grade level will be targeted for either second or third levels of (RTI) interventions according to the extent of their math and reading deficits. Both levels of intervention will take place during the extended day and Saturday programs. RTI plans will require teachers to organize instruction around the specific learning deficits revealed in the Scantron data. Through focused interventions and extended time on task, ACHS will make up two years of math and reading deficits for each year a student is enrolled. These detailed plans that identify specific skill and content learning targets from the Scantron data will be living documents that the students and teachers actively monitor to document progress towards predetermined goals and modify as necessary.

RTI plans will also inform each teacher's instructional plans for differentiating within the standard curriculum. Scantron assessments will be administered 4 times a year to gather periodic data on individual student growth. The Terra Nova will be administered twice annually. Teachers will also utilize their standard tracking processes to contribute real-time data to the struggling student's profile. All students who, by the end of the year continue to fall short of expected goals will be required to attend summer academy for the purpose of intense remediation. All struggling students who manage to meet or exceed their learning goals and successfully close their "gap" will be publicly acknowledged and celebrated for their achievement.

ACHS' reading specialist will also use the DRA reading assessment for students who score alarmingly low on the Scantron and Terra Nova assessments. The DRA will be used to confirm reading levels as students who have significant reading difficulties may not take the Scantron test seriously, thus skewing the data. The DRA will allow us to have a trained person see and hear exactly where the students reading ability levels off. The DRA will be conducted three times a year for these students until they pass out of the 8th grade reading level (the maximum score). The school will not subscribe to a one size fits all

reading program. The Reading Specialist will use a variety of instructional strategies and models to support struggling readers based on their specific needs and deficiencies. The reading specialist will also support the literacy focus of PD to train teachers on how to reinforce basic literacy strategies in reading across the curriculum.

Students who are more than four years removed from the grade-level benchmarks in reading and math will be automatically evaluated for specific learning handicaps. If deemed necessary by the counseling staff of ACHS, we will refer students to the district CSE and apply for 504 statuses to establish immediate learning and testing accommodations. These students will also receive modified programs that include extra classes of intensive support in reading and foundational math skills. To make room for the extra classes these students will not take Global History until the beginning of tenth grade and will forego any extra-curricular classes on Wednesday afternoons until they are within two years of grade level expectations. These extra classes will be taught by the reading and math specialists when they are brought on board. Until then, the school will prioritize the instructional support these students receive during the extended day, Saturday, and Summer Academy programs.

Periodic Assessments

In the course of the year ACHS will schedule no less than six formal periodic assessments (PA) to gather and analyze data to determine where students are relative to where they need to be in meeting the course standards. The schedule of assessment will fall twice during each semester and once at the conclusion of each semester. The first PA of each semester will be single period assessments. The second and end of semester PAs will be scheduled over a double-block period with the additional goal of developing test-taking stamina in the students. Teachers will maintain records, or Standards Trackers, on a continuing basis of student performance and progress at the most granular level feasible to monitor student performance and progress on the skill and content standards. For the PAs, teachers will be required to do a thorough write-up and item analysis of the students' collective and individual performance including plans for remediating any patterns of failure. The tests will be constructed by the teacher and will reflect the units of study covered both recently in class and cumulatively to date.

Apart from the formal schedule of assessments, teachers will effectively be collecting and analyzing data on a daily basis. Every lesson of every class of every day will demonstrate how, when, and what the teacher intends to formatively assess the successful mastery of the lesson objectives. Each lesson must indicate the strategy teachers will use to gather the data, what specific content or skill goal they will be assessing, at which point in the lesson they will be checking for understanding, and an alternative plan to achieve mastery of the objectives if the data suggests that the students are not where they need to be at that pivotal point in the lesson. The data will consistently be expressed with a 1-4 metric that is generally consistent with standards-based assessment. In general if students are consistently getting ones (not meeting standard mastery) and twos (approaching standard mastery) on the standards trackers, then the teacher will be expected to work with the school and their colleagues to create instructional interventions for the student. If the student is consistently getting threes (meeting standard mastery) or fours (exceeding standard mastery) then they will be considered in good academic standing.

Report cards will likewise use the same metric and deliver detailed information to parents on precisely which course standards students are mastering and which they are not yet proficient in. This level of detail will be essential in creating targeted interventions plans for extended day and Saturday learning opportunities as well as differentiating within the regular classroom. All constituencies, including students, teachers, parents, and staff will be educated about the purpose and value of this data collection and reporting system. In addition, the school will subscribe to an on-line grading system (SnapGrades, EChalk) that will allow students and families to see student performance and attendance data in real time. If the problem arises that some colleges and universities still do not accept standards-based report cards,

the school will provide conversion grades as well as detailed information about the student's performance in each academic subject.

Summative assessments will be scheduled for the end of every curricular unit defined by the curriculum maps and in the form of final exams for each semester. The purpose of summative assessment is to gather final performance data that will be recorded for course grades and to satisfy promotional criteria. Summative assessments typically do not inform next steps in instruction. Therefore, teachers will attempt within reason to schedule summative assessments when their formative assessment data suggests that at least 75% of the students are approaching or exceeding mastery of the standards. In courses culminating in the Regents, teachers will use pattern and trend data from summative assessments to strategically and efficiently guide the review process in the weeks prior to the Regents. Also, individual student performance data that reflect the failure to master the course standards will be used to target academic support plans during the summer and Saturday academies. The ultimate summative assessments will, of course be the Regents exams.

E. School Climate and Discipline

Wisdom, Integrity, Service, Execution, Resilience (W.I.S.E.R). School Culture

ACHS believes that every student deserves a safe supportive environment in which to learn, grow and prosper. We recognize that social, physical, emotional and cognitive changes in adolescence create confusion and distractions in the academic sphere. ACHS' programming during the day takes these changes into account and makes adjustments over the years to increase independence under the gentle guidance of our caring teachers, dean, counselor and skilled staff. All our staff is trained on adolescent development during the professional development period in the summer and repeatedly during the school year.

While sensitive and responsive to adolescent development changes, ACHS will also establish rules within our academic environment that create the stability necessary for a solid academic experience. When a member of the school community acts in manner inconsistent with our culture or creates an uncomfortable or unsafe learning environment for other students, consequences will ensue. We want to develop consequences so that troublesome behaviors are not repeated later in life when consequences are more severe. Our rules are designed to protect the students from offensive or off-putting behavior while teaching them the appropriate ways to behave. The most serious cultural violations warranting suspension are adapted to ACHS from the New York City Department of Education Student Discipline Code.

ACHS' W.I.S.E.R. core values hold students to a high standard of behavior at all times. We forbid students from engaging in any behaviors that desecrate the academic environment or detract from instruction. We will model, during student orientation, specific examples of behavior consistent and inconsistent with our core values. If a student violates our core values, consequences ranges from a formal apology to expulsion contingent upon the gravity of the offense within the confines of due process for all individuals including those with disabilities consistent with Ed.L§2851(2)(h).

Family Communication. It is important that there be maximum consultation and communication between the school and the home. Students, parents and school staff have a role in making the school safer and must cooperate with one another to achieve that goal. In order to ensure that parents become active and involved partners that instill a sense of responsibility in their children, parents must be familiar with our discipline policies. In collaboration with ACHS' Family Advisory Board, the body the Board of Trustees works with for advice on some policy-development issues we, inform parents of our policies and procedures at multiple points during the school year including but not limited to family orientation, single family meetings with the leadership team and frequent contact with grade advisors. Additionally, we

inform parents of behavior problems when issues are identified, when there is disciplinary action, and as a part of the school's due process.

ACHS' Board of Trustees will set the school's discipline policy with the leadership and staff making discipline decisions. However, we want to empower the students in the building with understanding of why discipline decisions are made and create learning opportunities from mistakes. Therefore, when facts in a situation are nebulous, we provide students the opportunity to present their case before a W.I.S.E.R. Council to give them a chance to have their side of the situation heard.

II. Organizational Plan

A. Governing Body

Pursuant to the New York Charter Schools Act (Section 2853.1.f), the Board of Trustees of ACHS has the final authority over the policy and operational decisions of the school, though day-to-day management is delegated to the Head of School.

The primary responsibilities of the Avance Board of Trustees include but are not limited to the following:

- Provide oversight functions through setting and enforcing policies that govern the school.
- Promote the charter school's mission by ensuring that the charter agreement requirements are met.
- Ensure the organization is financially viable through sound internal fiscal controls and external fundraising.
- Ensures that the school hires competent staff that is aligned with the school's mission
- Evaluate the performance of the Head of School and that of the Board annually.

The Policy Governance Model

In contrast to the approaches typically used by charter school boards, Policy Governance separates issues of organizational purpose (ENDS) from all other organizational issues (MEANS), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose, and only limit the staff's available means to those which do not violate the board's pre-stated standards of prudence and ethics.

The Board's own means are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. Policy Governance boards delegate with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. Double delegation (for example, to a board committee as well as to the Head of School) is eliminated. Furthermore, boards that decide to utilize a Head of School function are able to hold this one position exclusively accountable.

Evaluation, with such carefully stated expectations, is nothing more than seeking an answer to the questions, "Have our expectations been met?" along with "what data are we using to know?" The board, having clarified its expectations, can assess performance in that light. This focused approach reduces the mountains of paperwork charter school boards often feel obliged to review. Moreover, those boards which worry that they are only furnished the data management wants to give them find that, in stating their expectations and demanding a relevant and credible accounting of performance, they have effectively taken over control of their major information needs. Their staff no longer has to read their minds.

In establishing policy and evaluating performance, the Board will be guided by the terms set forth by the school's charter and the Board bylaws included in the attachment.

Board Job Description and Qualifications

The qualifications for trustees on the ACHS Board of Trustees comprise the following:

- Experience and expertise in one or more of the following professional fields: education accountability, assessment and curriculum experience; real estate, legal; fundraising; business; technology; accounting; policy, non-profit management and /or community/youth development.
- Preferred experience in governance including, but not limited to, training courses, responsibility for serving a board, and /or board membership in a non-profit organization, governmental body or for-profit business.
- At least 18 years of age.

In addition to the aforementioned qualifications, each member of the Board of Trustees of ACHS commits to the following:

- Belief in and support of the mission and design of ACHS, particularly the efficacy of community-grown organizations.
- Attendance at board and committee meetings, particularly in the early stages during the review and approval process, as well as during preparation for opening and through renewal.
- Exercising leadership to volunteer for individual assignments under the guidance of the Board Chair, including service on committees and all fundraising efforts
- An expectation that all young people can learn and can accomplish high academic achievement regardless of race, income, family background, religion, gender or previous behavior.

The table below outlines the delineation of responsibilities between ACHS’ Board of Trustees and the Head of School:

Position	Role and Responsibilities
Board of Trustees	<ul style="list-style-type: none"> • Strategic Direction, Academic & Fiscal Oversight • Performance Evaluation of Head of School • Leadership with Individual Giving fundraising
Head of School	<ul style="list-style-type: none"> • Hire and Supervise the Director of Instruction and Operations Manager, teachers and other staff • Oversee and account for the quality of professional development of teaching faculty and school staff • Fundraise through government grants, foundations, corporations and individuals • Monitor and reports on school performance (authorizer compliance, test preparation & administration, student recruitment, community relations, annual staff & consultant evaluations)

Meetings & Information	<p>The Board of Trustees will have monthly meetings and will likely meet more often during the first year(s). The Board of Trustees will develop a Governance Dashboard to track the overall school’s performance in the following areas: Instructional Leadership, Instructional Assessment, School Culture, Finance & Operations and Governance.</p> <p>The Head of School will be required to provide a written report & related data before every meeting and present to the Board of Trustees:</p> <ul style="list-style-type: none"> • ACHS’ progress towards reaching performance targets set forth in the Balanced Scorecard that includes performance data from interim and state assessments, financial indicators, staff and student retention and, • Submit a plan for corrective action in areas that the Board identifies that need improvement.
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Board Structure

ACHS’s governance structure will include three standing committees: Executive; Accountability and Governance; Finance and Personnel. Additional standing and special committees such as the Family and Community Advisory committees may be added at a later date, if and when deemed necessary. Each committee will have no less than 3 members. Officers will consist of a Chair, Vice Chair, Secretary and Treasurer (neither the Secretary nor Treasurer may serve concurrently as the Chair.) Board members will serve three year terms and officers will be up for re-election annually. All Board members may be removed in accordance with the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law. The number of Trustees on the Board will be an odd number – no less than five (5) and no more than eleven (11) members.

It is the responsibility of the Head of School, who has been delegated the responsibility for supervising the daily operations of the school, to ensure that the Board is informed about all aspects of the school in order to make effective governance decisions.

B. Founding Group Composition

Our planning team consists of experienced school leaders, non-profit executives, community residents and local business people who collectively have the requisite skills and professional backgrounds to design and implement a strong charter school educational program and operational plan to address start-up challenges related to opening a school. This team has over 12 years of collective experience working directly in charter schools and East Harlem, raising private dollars and increasing the academic achievement of students. Lead Applicant Tony Lopez, whose family roots are in East Harlem, has over 20 years executive leadership and start-up experience in the nonprofit and charter school realm, including having served as the VP of Leadership & Resource Development for the NYC Charter School Center. Known for his commitment to public education and progressive change that leads to opportunities for all young people, he brings a credible community perspective to this endeavor. Other members include the Brian Ferguson, current leader of Our World Neighborhood Charter School, Daisy Lopez, a marketing associate for Believe Charter School Network, Jorge Izquierdo, a retired CSD 4 School Superintendent who is currently the Director for School Leadership at Adelphi University’s School of Education, Godfrey Rivera, a bilingual and special education teacher, Warren James, an East Harlem-based architect and Tanya Lewis Kelly, an East Harlem resident with 15 years of nonprofit management experience.

ACHS will add community members as they are available. ACHS will add a parent to the Board of Trustees as soon as students are enrolled . The founding group is currently in the process of recruiting an attorney through the following sources: Lawyers Alliance, NY Lawyers for the Public Interest and the Latino Justice/Puerto Rican Legal and Education Fund.

	Legal	Finance	Real Estate	Education	Marketing	Community	Board Experience	HR	Start-Up
Anthony Lopez						X	X	X	X
Brian Ferguson				X			X	X	X
Tanya Lewis-Kelly						X	X		
Pamela Loeffelman		X	X				X		
William Gladstone				X					X
Daisy Lopez					X	X			
Warren James			X						
Jorge Izquierdo				X		X	X	X	
D'Wayne Prieto		X	X				X		X
Anthony Campos		X		X					X
Richard Williams		X	X						
Godfrey Rivera				X	X	X			

Anthony Lopez – (Proposed Trustee) Anthony Lopez is the lead applicant and proposed Board Chair. Mr. Lopez is the former Executive Director of the I Have A Dream Foundation – NY and Vice President

of the NYC Charter Schools Center and is currently the President & Founder of the Aprendes Foundation. Mr. Lopez has a 25 year career growing non-profit organizations through executive leadership and fundraising. Mr. Lopez family's history is based in East Harlem, first job as a teen was at El Barrio Chamber of Commerce, and served as the community representative on CSD 4's Leadership Team. Mr. Lopez has a B.A. in Sociology from Binghamton University. Mr. Lopez will serve as the fundraising expert on the Board.

Brian Ferguson – (Proposed Trustee) – Brian Ferguson is the Executive Director for Our World Neighborhood Charter School in Astoria, Queens and has managed this successful charter school since 2002 and through two renewals. He is a graduate of Harvard University Graduate School of Education where he received his Ed.M. in Administration, Planning and Social Policy. Mr. Ferguson will serve as the school operations and policy expert on the Board.

Tanya Lewis-Kelly – (Proposed Trustee) - Tanya Lewis-Kelly is a non-profit organizational development consultant with over 17 years planning, implementing and managing start up nonprofit initiatives. Her experience includes developing and later serving as Deputy Director of the Harlem Community Justice (located in East Harlem) and as a governance consultant, working with cultural, youth development and 31 charter school boards throughout New York City. Ms. Lewis-Kelly was appointed to the New York Junior League's Community Advisory Council in 2009 and has been a re-occurring trainer for the critically acclaimed NYJL's Board training program. Ms. Lewis-Kelly is also a certified trainer for Safer Saner Schools developed by the International Institute for Restorative Practice (IIRP) – a nationally recognized program to address school safety and bullying. Ms. Lewis-Kelly earned her B.S. from Cornell University and is resident of East Harlem. She will serve as the governance expert to the ACHS Board of Trustees.

Pamela J. Loeffelman, FAIA – (Proposed Trustee) Pamela Loeffelman is a at Perkins Eastman Architects, PC, an Architectural Firm where she focuses on the programming, planning and design of facilities that support 21st century learning. Ms. Loeffelman's 30 year career was shaped by working one-on-one with diverse clients in multiple market sectors to best leverage the planning process and architectural design excellence in order to add value to people's lives and to promote a sustainable future. A particular emphasis during the past decade has included K-16 facilities throughout the eastern seaboard, including NYC's School Construction Authority (SCA) and New Visions for Public Schools. A majority of these schools have been located in challenging urban neighborhoods where schools have the opportunity to serve as centers of community, while also stimulating socioeconomic opportunities and growth for the both the student body and surrounding businesses and community. Pam believes that every community is unique and deserves schools that provide architecture for education which enables students of all ages to be better prepared for the future by providing facilities that support curriculum that incorporate a knowledge focus, lifelong learning and a global work society. Ms. Loeffelman has an MBA from the University of Connecticut. Ms Loeffelman will serve as the facilities and business expert on the Board.

Daisy Lopez (Proposed Trustee) - Ms. Lopez is the Director of Communications and External Affairs for Believe High Schools Network (BHSN), a Charter Management Organization supporting and managing three charter high schools in the Williamsburg area of Brooklyn. Shortly after receiving a BS in Marketing and Supply Chain Management from Syracuse University, Ms. Lopez joined a full service digital agency as a Media Planner/Buyer where she managed online branding and acquisition campaigns for various B2B, Consumer and Entertainment accounts such as ThomasNet, The Economist and Disney. Passionate about education and youth development, she focused her interests in 2008 by joining the Young Leaders Board of Reach Out and Read NYC, a national nonprofit dedicated to promoting early literacy counseling and support to families and pediatric centers. In her role at BHSN, she has successfully managed communication efforts with families, community school districts and community organizations to provide education concerning the charter school sector and high school placement

guidance. Management of student and staff recruitment initiatives, press inquiries, website development, marketing/advertising materials and community based organization partnership development is also an extended part of her BHSN position. Ms. Lopez will serve the Board as the marketing and communications expert.

Warren James - Born in Arecibo, Puerto Rico, Mr. James was educated at Cornell University (B. Arch.) and at Columbia University (M.S. Arch.). He also studied at Harvard and at the Ecole Speciale d'Architecture in Paris. After collaborating with Robert A.M. Stern in New York and Ricardo Bofill in Barcelona he founded Warren A. James Architects + Planners, in 1988, in Manhattan and a studio in East Harlem. Current projects include designs for housing and expansions for Columbia University, Lincoln Center, and Museo de Arte de Caguas in Puerto Rico.

The firm has teamed as Design Architects with, among other firms providing specific building type expertise, Montoya Rodriguez Associates a Latino-owned firm in New York City with over 40 public schools built under the auspices of the School Construction Authority. Mr. James architectural studio is based in East Harlem. Mr. James will assist the Board with the development of the school's facilities.

Dr. Jorge Izquierdo - (Proposed Trustee) In 2003, Dr. Izquierdo was named Superintendent of Community School, District 4 in East Harlem as well as Instructional Superintendent for Region 9. He immediately galvanized the community working together with education officials and community leaders to focus on the educational and social challenges facing the immigrant Mexican community. As a result of his tireless efforts on behalf of the Mexican community new programs were developed to assist parents as well as an instructional focus in the schools to meet the needs of the newly arrived students and the other English language learners in District 4 schools. Since arriving in East Harlem as Superintendent, Dr. Izquierdo has brought the same vision of enthusiasm and energy that have been the keys to his success in building successful learning communities. He has been presented with the Jonathan M. Levin Community Spirit Award, and ASPIRA Educational Leadership Award, and many other awards for his work.

His passion is contagious as he brings his message to principals, teachers, parents, and students. Many would say that his strongest attribute is that he is truly a hands-on-leader. His credo has always been and continues to be "Children first, high expectations, and no excuses!" Dr. Izquierdo will serve as the Board's expert on school leadership, performance and accountability.

D'Wayne Prieto – D'Wayne Prieto, Vice-President of Wickapogue Realty Advisors (WRA) and Managing Principle of Ward Capital Management LLC, (WCM), has been working in real estate for the past ten years as a principal investor and a real estate institutional advisor. Ward Capital Management owns and manages 100 residential units. Mr. Prieto's professional and scholastic memberships include the following: The Urban Land Institute, the Real Estate Board of NY and the Real Estate Institute Alumni Associate and Alpha Phi Alpha Fraternity, Inc. Mr. Prieto will serve as the Board's real estate advisor.

Anthony Campos - Anthony Campos, originally from Sacramento, CA, began his active involvement in community service as a grammar school student. While living in Sacramento, he started various tutoring programs to help students in low income and predominately Hispanic neighborhoods. Mr. Campos is dedicated to inspiring young adults to make a difference in their communities through hard work, dedication, leadership and the establishment of lifelong goals. He continues his commitment to serving his community.

Anthony graduated from Georgetown University in 2007 with dual degrees in Finance and International Business as well as a minor in Spanish. Additionally, in 2008 he completed a post graduate degree in Finance at Universidad Catolica de Argentina in Buenos Aires, Argentina. Currently, he works as a consultant in the financial services industry. Mr. Campos will advise the Board on school finances.

Richard Williams, CPA,CNAP (Proposed Trustee) – Richard Williams is a Certified Public Accountant, Certified Non-profit Accounting Professional, with over 19 years of accounting experience. Richard

opted to gain his public accounting experience at a midsize public firm because of their hands on get dirty approach, which was a match to his personality of being able to execute every level of client service. Richard has worked with a wide range of clients, but chose to specialized in the not-for-profit industry; servicing small fledgling organizations to huge international organizations with budgets of over \$600 million. While in public most of Richard's clients were charter schools in New York and Connecticut; having a child attending a charter school increased his passion and interest in their success. Mr. Williams will serve as the Board's Treasurer and provide financial oversight.

Godfrey Rivera - Godfrey Rivera has been involved in special education for about thirty-five years. He served as a bilingual special education teacher in the Lower East Side and East Harlem for over ten years. After teaching in the classroom, Mr. Rivera taught at Hunter College's (City University of New York) Department of Special education for nine years where he served as an instructor and clinical supervisor in the Bilingual Special Education Teacher Preparation Program. This teacher preparation program helped train a large number of bilingual special education teachers for New York City classrooms. He was also the Associate Director of the Bilingual Special Education Personnel Preparation Center at Hunter College, a State Education of New York funded entity which collaborated with institutes of higher education in New York State to develop and/or improve curriculum for Bilingual Special Education teacher training programs. In addition, he was a program associate at the New York State Multifunctional Resource Center at Hunter College where he conducted a number of workshops and other events that addressed issues designed to promote cultural awareness and sensitivity and multicultural education. Mr. Rivera obtained a Masters Degree in Special Education at Hunter College. Mr. Rivera will advise the Board on issues related to Special Education and English Language Learners and is based in East Harlem.

Additional Board members will be considered including an attorney, a parent designated by the Avance Charter High School Parents' Association to represent that Association and community members with expertise in community development of East Harlem. Both the Parent Representative and the Community Member may serve as ex-officio, voting members of the Board. In addition, the Parent Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator, faculty member or student; (b) administrator or faculty compensation; or (c) any other matter at the discretion of a majority of the Trustees then present that is deemed inappropriate.

Monthly Board Meetings

All meetings of the Board of Trustees will be publicized in accordance with the Open Meetings Law. ACHS encourages staff and members of the community to attend meetings of the Board. Minutes of the Board meetings will be kept in accordance with the Open Meetings Law.

Trustee Education

ACHS Founding Board members will participate in an initial retreat, which will provide insight on the work plan leading up to application submission and train members on roles and responsibilities. Annually, the retreat will provide time for reflection on the successes and challenges of the previous year both on the Board and in the school to inform strategic planning and goal setting for the following years. For its continued development, members of the Board of Trustees will work with be expected to visit ACHS during its standard hours of operation at a minimum of once per year. We plan to take advantage of The New York City Charter Schools Center, which offers informative workshops and seminars on important topics pertinent to both founding and governing Boards.

C. Management and Operations

Effective management and strong leadership are necessary to ensure successful implementation for ACHS' educational program and the continued health and success of the organization. For a more

detailed description of management roles and responsibilities please see attachments of the organizational chart and key position descriptions.

School Leadership

ACHS will identify a Head of School that possesses the following qualities to ensure the school's academic success understanding of, belief in and commitment to, implementing the school's mission and design as presented in this application, particularly community-assets and culturally-relevant education.

- A commitment to achieving for students academic goals based on comparative and longitudinal measures.
- Ability and willingness to be held accountable for results and to hold others accountable.
- Philosophical commitment to the concept of a charter school, the implementation of student assessment, and a strong understanding and use of academic data to inform instruction.
- Leadership experience and the ability to work with others to achieve set goals.
- Interpersonal skills that are needed to maintain high-quality relationships with parents and to inspire teacher effort and excellence.
- Urban education experience as a teacher or a school leader in a charter school or independent school setting.
- A track record of success.

ACHS will have a Head of School in the leadership position. The Board of Trustees will delegate the authority for managing day-to-day operations to the Head of the School. The Head of School is a visionary and leader of the organization who has a responsibility to uphold and advance the mission, objectives and growth of the organization. He or she oversees the Operations Manager, and reports directly to the Board of Trustees.

Head of School: Specific responsibilities not limited to but including:

- Work with and supervise the Director of Instruction to ensure curriculum standards meet state and graduation requirements
- Work with and supervise the Operations Manager to ensure charter goals and objectives are met in terms of staff recruitment, budget allocation and cost effective management of resources
- Evaluate performance of managerial staff for adherence to established policies and contributions to maintaining policies
- Ensure consistent and constant review of goals and metrics of the academic program

The Director of Instruction is to have as little to do with the non-academic issues as possible, so as to concentrate as much attention to instructional leadership and oversight. Student discipline and parent liaison roles would be handled by the Dean and Student Support Team which includes the Guidance Counselor/Grade Advisor, Social Worker and Special Education Coordinator and overseen by the Head of School. The Operations Manager is directly responsible for operational and compliance matters, and reports directly to the Head of School.

The Head of School is the only position in which the board will hire or fire directly. The Head of School, in turn, will hire and fire all other staff at his or her discretion under all applicable laws and general guidance from the board and in keeping with the school's mission and charter. We believe this arrangement best ensures the managerial flexibility to produce positive academic results for students, and better enables the board to hold the Head of School accountable for those results.

Summary of Key Position Descriptions:

The **Board of Trustees** is the governing body that ensures ACHS fulfills the mission and meets the goals set forth in this charter through effective organizational planning, resource allocation, and program monitoring. The board delegates day-to-day decision making to the Head of School, and holds this position responsible for successful implementation.

The **Head of School (HoS)** reports directly to the board and is responsible for ensuring the effective implementation of policies and meeting the annual school accountability goals established by the board and the charter. The HoS manages the Director of Instruction (DI), and Operations Manager and makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

The **Director of Instruction (DI)** is the instructional leader of the school. The DI will manage duties of academic strategy, curriculum development, professional development including coaching and mentoring using consultants and contractors as needed, performance assessment and supervision and oversight of all instructional and practices in the school. Overall, The DI ensures that the educational program is meeting the goals of the charter through his or her leadership of the academic team and extended staff.

The **Operations Manager (OM)** reports directly to the HoS and is responsible for ensuring the effective management of the non-instructional functions of the school. The OM manages strategy for lottery, enrollment and admissions, student transportation, school meals programs, health and nursing services, record keeping and student files, vendors, contracts and procurement, school processes, the generation of required reports, and other operational and compliance responsibilities. The OM will supervise and evaluate non-instructional staff, including the Operations Associates.

The **Operations Associates (OA)** reports to the OM. The OA, working closely with OM, is responsible for managing the business operations of the school, including purchasing, payroll, reporting, and banking.

The **Instructional Staff** - including teachers, counselors, and deans – work directly with students to develop their academic skills and character. Instructional staff is responsible for ongoing assessment of students' needs and developing standards-based lessons and projects to meet these needs through classroom instruction and the Problem-Based Service-Learning program. Instructional staff also serves as advisors, and in this role serve as the primary contact with student's families on all aspects of student success at ACHS.

D. Staffing and Human Resources

Hiring Policies for Administrators and Other Staff

ACHS believes that school leaders and all other school employees hired must be dedicated to serving the needs of teachers to ensure that teachers can be highly effective in the classroom. They will be organized and will manage all operations at the school. They will be highly capable of leveraging resources inside the school, as well as within the community and the professional arena. All other non-teaching staff will demonstrate similar qualities to ensure operations run flawlessly at the school.

Upon chartering, and budget permitting, the governing Board will hire the Head of School before the school year begins. The HoS is the senior administrator of the school who reports directly to the board on the academic and fiscal health of the organization. The HoS steers every action within the building on a daily basis toward accomplishing the mission of the school consistent with the accountability goals expressed in the charter agreement, including assisting in planning the academic program, ensuring procurement of resources that benefit the school, accurate and timely reporting, fundraising and supervising ACHS staff.

The Hiring Committee of the Board of Trustees will be responsible for recruiting, screening and presenting the Head of School with candidates to the full Board for their approval. The HoS will be

responsible for recruiting screening and hiring all members of the leadership team and administrative staff including the Director of Instruction, Operations Manager, Operations Associates, Teachers and School Aides.

Evaluation of school leadership

- Head of School—The HoS will be evaluated by the Board based on the student achievement and growth goals set forth by the charter.
- Director of Instruction—The DI will be evaluated by the HoS based on school-wide student achievement and growth scores and teacher improvement.

Recruitment and Interviews

ACHS teachers will be recruited from NYC Schools of Education, other charters and public schools and the open job market. ACHS will conduct a comprehensive interviewing process before hiring teachers. The process for screening potential ACHS teaching candidates will include the following:

- Resume and cover letter
- Previous year’s student achievement scores to demonstrate effectiveness in the classroom (if available)
- Initial phone interview
- Demo lesson with lesson plan demonstrating inquiry-based learning model
- In-person interview with school leadership
- Candidate referencing
- Expressed commitment to participating in extensive professional development

All employment at ACHS will be conditionally based on background checks performed on all potential employees in accordance with the requirements of Ed.L. §28554(3)(a-2). After acceptance of employment terms, all employees will complete all financial forms, benefit applications, and tax forms. All information given by the employee will be verified with information provided pre-employment.

- Employees are to be recruited through a combination of online and offline efforts. Online initiatives include purchase of ad/position listing space on nonprofit and education focused sites such as Idealist, New York Times, Opportunity Knocks and CharterSchoolJobs. Listings and descriptions will also be made available to universities and CUNY job boards such as Columbia, NYU and Hunter. Offline initiatives include participation in career fairs and partnerships with college and universities’ Career Placement offices.
- All employees at ACHS are considered “at will” employees to maintain the quality of teaching and school culture. All variances will be brought to the attention of the employee and discussed. Providing false Information at any time, prior to employment or after employment, may result in immediate termination. Notice of the policy is provided during all phases of the interview process and in the final stage of contract signing. Contracts are to be renewed during the final semester of each academic year and will consider student performance, adherence to duties and responsibilities outlined in job description, contribution to overall school culture: maintaining a positive and collaborative relationship with colleagues, Director of Instruction, Head of School and students/families and budget constraints or limits
- ACHS will expect to recruit and retain staff with recognition to the student enrollment and growth goals outlined in its charter. With each incoming class, a plan of classes and structure will be coordinated to respect the class size and student teacher ratio numbers designated by the charter. Should a particular class stray or fluctuate from its optimal enrollment number, an assessment of faculty need will be made during the summer to forecast the number of staff members needed for the following academic year. After the initial years of opening, Avance will have the ability to anticipate

and note patterns of student registration activity from historical data including percentages of student attrition, drop off data between the period of completion of an application, confirmed registration, and application enrollment.

Evaluation of Teachers

The Head of School is responsible for evaluating teachers and, in partnership with the Director of Instruction, supporting teachers on an ongoing basis to ensure that all teachers are growing in their practice. Teacher evaluation is based on 4 components:

1) Student achievement—The most critical responsibility of a teacher is to ensure that all students achieve 1 or more years of growth each year. Therefore, teacher effectiveness is hinged on ability to show progress in student achievement. These gains in student achievement will be demonstrated by student growth on standardized state tests, and projects. These demonstrations of student mastery will be added to a teacher’s portfolio and used to assess a teacher’s score in the student achievement component of the teacher evaluation system.

- Evaluator and/or tool to be used to evaluate: *Student work and other classroom artifacts, student achievement scores*

2) Instructional performance—A teacher must be evaluated and coached based on their performance and effectiveness in the classroom using research-based instructional techniques that are increasing student’s ability to learn and achieve. Each teacher will be explicitly trained and coached to reach success on the ACHS instructional performance rubric. Each teacher will also be evaluated using that rubric multiple times throughout the year. This system of classroom evaluation will help maintain inter-reliability, as well as provide a more accurate assessment of a teacher’s strengths and needs.

- Evaluator and/or tool to be used to evaluate: *Director of Instruction, classroom observation and feedback from Instructional Coaches and Director of Instruction*

3) Parent engagement—At ACHS, leveraging, participating with, and engaging in the community is extremely important. Teacher and parents must work together to ensure the success of students. The teacher should regularly communicate the progress of students to their parents and establish meaningful ways for parents to participate in their student’s educational experience at ACHS.

- Evaluator and/or tool to be used to evaluate: *Parent Survey*

4) Teacher values and beliefs—Teacher’s attitudes and beliefs impact student’s progress and ability to learn and achieve. Teachers inform a classroom culture demonstrating that all students can learn and achieve. The culture should also be a safe, welcoming place for students to take learning risks.

- Evaluator and/or tool to be used to evaluate: *Student Survey, 360 Degree Survey*

ACHS will have an articulated and multi-faceted system of teacher assessment *for learning*, which includes incorporating faculty learning targets into the annual work plan, individualized learning plans for every teacher, and coaching for learning through teacher portfolios. In addition:

- All variances will be brought to the attention of the employee and discussed
- Providing false information at any time, prior to employment or after employment, may result in immediate termination:
- All employees at ACHS are considered ‘at will’ employees
- ACHS will administer a standard test to assess students’ ability at the beginning of 9th grade and use the data from this test to evaluate the effectiveness of teachers – through this growth data.
- Encourage feedback from teacher to effectively plan professional development programs

- New positions will be published internally and current staff with over a year of employment will be allowed to apply for senior positions before it is extended to the public.

Support for Teachers

Teacher leadership is a core value at ACHS. Teachers are the experts in the classroom and know students well. As such, it is a vital endeavor to encourage and support teachers in taking on leadership opportunities at the school level. Over the course of the first charter term, ACHS will establish teacher “study groups” in which a group of teachers volunteer to work together to address a need at the school level. Professionals in all fields are more effective and satisfied when they are given opportunities to affect authentic change in their organizations. ACHS will strive to make this a reality for teachers.

E. Student Recruitment, Enrollment, and Evidence of Demand

ACHS will adopt the policies, protocols and procedures of the NYSED and the Board of Regents around Admissions Policies and Procedures and lottery guidance once they are available. ACHS’ admission policy will be non-sectarian and will not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Any child that is qualified under New York State law for admission to a public school is qualified for admission to ACHS. The School will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and §2854(2) of the New York Education Law, governing admission to a charter school. ACHS will be located in Community School District (CSD) 4 serving students from the East Harlem Community. East Harlem’s boundaries are from East 96th Street to 142nd Street, Fifth Avenue to the East River. Affectionately called El Barrio, East Harlem stands as one of the largest Latino communities in New York. Traditionally a destination for new immigrant families, East Harlem continues to be home to many who are new to this country.

There are 37 schools located in East Harlem. Many of these schools rank among the lowest performing in the city. Among elementary and middle school students, only 34% meet NYS ELA standards and only 35% meet NYS math standards. East Harlem’s middle school students enter low performing high schools outside their community including Washington Irving High School, Louis Brandeis High School and Norman Thomas High School where the graduation rate is 42%. There is a pressing need for more high quality high school seats in CSD 4.

Student Recruitment

ACHS’ recruitment efforts are aimed at high poverty and non-English speaking communities and thus will be effective in ensuring that the school enrolls a population of ELLs and students eligible for free- and reduced priced lunch that meets the targets set forth by the New York State Education Department. The outreach and marketing efforts will only be successful if we can demonstrate to families that meet these profiles our desire to serve these special populations with an academic model that has the staffing, programs and interventions in place to meet the needs of ELLs, Students with Disabilities and Title I students along with a school culture that welcomes these special populations and their families. Therefore, all our outreach efforts will focus particularly on how our model will successfully address the needs of these students and how our culture is welcoming of all learners.

In addition to keeping students who might otherwise leave the district in their own community, ACHS is dedicated to recruiting students from families that might be less aware of their alternatives or are traditionally underserved. Some key components of our recruitment plan meant to target these students are:

- Foster relationships with school leaders, counselors, special education coordinators, and PTAs of traditionally low performing middle schools receiving D’s and F’s on 2009-10 School Report Cards,

(ex. JHS 13, MS 45, MS 224, and Global Neighborhood Secondary School), as to promote ACHS as a school of choice.

- Foster direct relationships with middle school 8th graders and their guardians through high school information sessions and presentations during occasions of parent teacher conferences and school related events.
- Spread awareness and encourage application through direct mail and/or email marketing to CSD 4 families.
- Meet with the Committee on Special Education (CSE) for CSD 4 to inform them about the school, learn about community needs, and leave promotional and recruitment material at the office to be provided to families of students with disabilities.
- Work with the East Harlem Human Services Consortium. and New York City Housing Authority Tenant Associations to reach out to families in public housing and other low-income families, as well as going door-to-door with applications to assist families in their completion and submission to promote ACHS as a school of choice for their children.
- Translate all recruitment and application material into Spanish and other languages and provide translation services at recruitment events.
- Schedule open house dates where families may have the opportunity to tour the school facility, complete and submit an application and meet key staff leaders.

The majority of Students in CSD 4 are from low-income families with more than 87.3% qualifying for free or reduced priced lunch. Approximately 2.64% of Students are in temporary housing (STH). Almost all the schools in CSD 4 are Title I schools. There is an overwhelmingly high poverty rate in East Harlem—42% of families live below the poverty line and over 30% of families earn less than \$10,000 per year. There are 24 New York City Housing Authority (NYCHA) developments located in East Harlem. NYCHA housing, along with other publicly-funded subsidized housing, constitute nearly two thirds (66%) of all housing stock in the community. The academic performance of Students with Disabilities (SWD) and ELLs in all grades is of significant concern, as both groups represent a disproportionately high percentage of students performing at Level 1 in both ELA and mathematics. (See chart below.) The pattern of decline for middle school students is even more severe for ELLs and SWD. The percentage of these students in Level 1 sharply increases beginning in sixth grade. For SWD, the results are significantly worse in the eighth grade with an increase in the percentage of students performing on Level 1 in ELA and math.

In addition to 210 signatures of parent support, (mostly collected from the Global Neighborhood Secondary School, Esperanza Middle School Harbor Sciences Charter School (also a middle school) and the Harlem Center’s Middle School Initiative at JHS 13, all in East Harlem), ACHS also collected letters of support (See attached) from the following organizations:

- Community Education Council CSD 4
- Community Planning Board 11
- Sinergia NY
- Harlem Center for Education
- Metropolitan Hospital
- Harlem RBI
- Aprendes Foundation

Evidence of Demand

East Harlem is home to seven charter schools (K-8) and one charter high school with a combined waitlist of over 1000 students. Seven hundred and fifty students are on waitlist at other charter high schools in

CSD 4 and CSD 5. Research conducted by the planning team has found that over 40% of East Harlem students of high school age leave their neighborhood to attend other high schools some of which are low-performing. Given the choice, East Harlem parents would prefer to send their children to a quality local high school.

F. Community Involvement

Based on the mission and goals of ACHS, community involvement has been essential. Particularly for ACHS’s proposed leadership development key design element which calls for the implementation of community action strategies that involve significant influences in a young person’s development. In this framework, our proposed leadership development outcomes are: learning to be productive, learning to be connected and learning to navigate (Connell, Gambone and Smith, 2000), outcomes that support the W.I.S.E.R. goals of ACHS.

Youth Development Outcome	Description	ACHS Core Value
Learn to be productive	To do well in school, develop outside interest and acquire basic life skills	Wisdom, Execution
Learn to connect	To adults in their families and community, to peers in positive supportive ways and to something larger than themselves	Service, Integrity
Learn to navigate	Youth must find the way around the lures of unhealthy and dangerous behaviors and to handle unfair treatment, rejections and failures	Resilience

To achieve these outcomes, ACHS will work closely with Aprendes Foundation to:

- Develop ACHS’ Community Advisory Board to design Community Education programming for the Extended Day period.
- Strengthen the capacities of East Harlem adults (young and old) to provide mentors, tutors, guest speakers and community educators over the course of the first term of its charter.
- Integrate ACHS with other East Harlem institutions and services affecting our students. By positioning the school as a vital component of East Harlem’s network of community programs, we will leverage the numerous social services resources that are based in East Harlem to support families.
- Realign public policy and resources to support ACHS’ community strategies in partnership with the Aprendes Foundation over the course of the first term of its charter.

Parents and other community members will also serve as advisors on the Community and Family Advisory Committees as well as the governance of ACHS – as mentioned earlier, a parent designated by the Avance Charter High School Parents’ Association to represent that Association and community members with an expertise in community development of East Harlem may serve as ex-officio, voting members of the ACHS Board. As such, the planning team is also working to develop partnerships with local community based organizations that will not only serve to support the achievement and success of our students, but will also help to support our families and enhance our youth development strategy.

For example, Sinergia NY, an East Harlem-based community partner with ACHS, will build the school’s capacity to serve families with students with special needs by offering training and direct services to ACHS parents through their Metropolitan Parent Training Center. (See attached letter of support)

Their mission is to enhance the well being of individuals and families through the human services delivery system(s), with particular concentration on those "special populations" that have traditionally experienced difficulty in accessing human services. Those "special populations" include, without limitation, persons with disabilities, disadvantaged, Latino, African American, Native American and or migrant. Sinergia has a reputation for decades of working with "underserved families, many with limited English proficiency, African American, homeless and families experiencing poverty.

ACHS' other community partner, the Harlem Center for Education, Inc (HCE), has served the East Harlem community for forty years, and will offer ACHS students a variety of college readiness including: Tutoring; SAT Prep classes; Summer Scholars Program; High School/College Campus Trips; College and Financial Aid Counseling; and Career/Curriculum Advisement. (See attached letter of support)

III. Financial Plan

A. Budget

ACHS fully recognize the Board's role as the steward of public funds, the importance of maintaining a firm financial footing, and the need to be prudent in all aspects of financial planning. The forecasts for ACHS have been developed with expense projections based on best practices and benchmarks from existing charter schools, as identified through research by the planning team. We have been careful to forecast revenues conservatively and expenses liberally, and have made contingency plans should potential financial challenges arise. This advanced planning will allow us to focus the majority of our energies on ensuring students achieve academically and fulfilling the mission of the school. ACHS will also utilize its ongoing partnership with the Aprendes Foundation to build its fundraising capacity sharing in proceeds from fundraisers and donations and having access to the Aprendes' networks, and contacts.

The Board will review both expense and revenue projections annually, and determine the best use for potential additional revenue should there be increases in the per pupil allocation.

Basic Assumptions:

- ACHS enrollment of 125 students in year 1, 225 students in year 2, and 345 students in years 3, 460 in years 4, and 480 in years 5.
- 100% of students eligible for free and reduced lunch, based on demographic data
- 13% of students require special education services, based on district data
- Conservative revenue projections with no changes in city, state, federal allocations
- 3% annual escalation in educational materials, office supplies, furniture, technology

Other Key Budget Assumptions:

Fundraising Capacity

We have developed a five-year base budget and have several contingency plans regarding our facility plan. The ACHS's fundraising abilities will contribute significantly to the overall financial health of the school. The the Founding team including the Aprendes Foundation has already secured \$30K from the Walton Family Foundation (see attached letter), towards the pre-operating funds needed and is confident in receiving a \$220K implementation grant upon approval based on the track record of Harlem-based charter schools that received a planning grant from them. The Founding Team has spent a significant amount of time developing a fundraising plan, and is working to ensure that fundraising targets are met. To ensure the fundraising plan is well-implemented, the proposed Board of Trustees, several of whom have experience in charter school fundraising, and have access to high-net-worth individuals through

professional networks, will work closely with the Aprendes Foundation to help identify and secure potential resources.

Charter School Program (CSP)

If granted a Charter Schools Program Planning and Implementation grant, ACHS will have the resources to carry out the ten essential needs listed below, in addition to ACHS core academic programs which are already covered in the ACHS base budget.

1. Curriculum & Program Development (Years 1-3), 2. Assessment & Accountability (Years 1-3), 3. Community & Family Outreach (Year 1), 4. Professional Development for Faculty and Staff (Years 1-3), 5. Faculty Recruiting (Years 1-3), 6. Governance Training and Board Growth (Years 1-2), 7. Marketing and Development (Year 1), 8. Instructional Materials, Technology, & Equipment (Years 1-3), 9. Business and Operations Systems (Year 1) and 10. Non-Instructional Materials, Technology, & Equipment (Year 1).

Pre-Opening Budget

The pre-opening budget for the ACHS reflects initial charter approval during the Fall 2011, and revenues and expenditures commencing in January 2012. Disbursements prior to receipt of incorporation or start-up funds will be made from philanthropic funds.

Revenue

Philanthropy: An amount of \$250,000 is assumed based on the initial \$30K planning grant received Walton Family Foundation. The balance of \$220K will be secured after the charter is approved.

Expenditures

- Personnel: Three administrative positions are expected to be filled during the course of the pre-opening period, including the Head of School, Director of Instruction and the Operations Manager. Payroll taxes and benefits are budgeted.
- Operations: Funding for postage, printing, staff and student recruitment, phone, internet and utility costs is included.

- Supplies & Equipment: Instructional materials, office equipment, classroom furniture and technology and software costs are included.
- Contractual: Staff curriculum and development costs are included, along with expenses for attorney fees, and consultants to set up the accounting and business systems, review facility financing, special education needs and computer purchasing and set-up.
- Facility: Lease deposit is budgeted to secure the school's facility

First Operating Year

The budget for ACHS for its first operating year, 2012-13, is provided as part of the multi-year financial plan displayed in the budget & cash flow spreadsheet. The budget assumes a July 1- June 30 fiscal year, corresponding with the school year. Abbreviated assumptions are provided in the right margin of the budget. A cash flow projection for the first operating year is also provided.

Revenue

- Per pupil aid from the resident school district assumes an AOE/TAPU calculation for 2012-13 of \$13,527, representing 4 percent annual growth above the amount for resident CSD 4 students attending charter schools for the current school year 2010-11.
- Title I funds using the formula which assumes only about \$580 average per student, consistent with other area charter schools.
- Federal lunch program revenue is expended in full either to the district or other food service provider, with added expenditures based on not all students qualifying.
- Textbook, library and software loans from the district are more than expensed, and are actually in-kind revenue.
- A portion of the first installment of the federal CSP grant is assumed.
- Special education funding uses the Excess Cost aid ratio for the NYC district equal to \$4,800 for 13 percent of the students conservatively projected to have such needs.
- To budget conservatively, zero dollars are assumed from the State Stimulus Fund, though the school will apply for such funding, which could be as high as \$300,000 based on prior competitive awards to other charter schools.
- Funding is assumed from the E-rate program, phased out.
- No borrowing is assumed.

Expenditures

- Administrative staff, faculty and benefits, including average teacher salaries start at \$57,500, combined with a benefits package of health, dental, life and disability insurance averaging at \$6,400 per employee.
- Operations, including ongoing recruitment and advertising costs are included along with realistic insurance and utilities costs.
- Supplies and equipment including ongoing computer and furniture needs is provided.
- Contractual and consultant costs are budgeted, including ongoing professional development, transportation for student contingencies and field trips; nursing, custodial, accounting, payroll and legal costs, as well as funding for services for students with disabilities or ELL students.

Facility costs of \$337,500 assumes leasing 12, 500 sq. ft. at \$27/sq. ft.

Multi-Year Budget

The multi-year budget for the ACHS is included in the ACHS budget and cash flow spreadsheet. This plan comprises the pre-opening and five operational years of the school within the five-year charter agreement. The plan includes abbreviated assumptions in the right hand margin.

Revenue

Per pupil revenues from the resident school district (assumed to be NYC for the entire student population) begin with the 2010-11 level and remains flat throughout the charter.

Payment rates for Title I, federal lunch, and special education are held flat, increasing only by enrollment growth. Philanthropic funds are based on a commitment letter. There are no borrowed funds assumed at all.

Expenditures

- Personnel costs are increased in two ways: the increase in staffing from growing annual enrollment and assumed pay increases of approximately 3 percent, and fringe benefits which are increased 3 percent annually.
- Employer contribution retirement fund is not assumed within the first term of the charter. However, a retirement fund program will be offered to all employees.
- Operations costs are mostly increased by 4 percent annually except for certain expenditures tied more to increased facility size or student population (e.g., postage/printing/copy and transportation increases; and insurance; while other costs are projected to increase at a higher than 4 percent annual rate, including utilities, staff and curriculum development, and fringe benefits.
- Consultant costs for a variety of needs (technology, grant writing, data management or board development) is budgeted; as is professional development funding (under staff and curriculum development) and additional funds for textbooks beyond the district in-kind loan program. Funding for services to special needs children is included and increased as enrollment increases, enabling the school to hire an additional staff or certified aides via contract.
- Other facility-related costs are budgeted, including janitorial, and trash removal
- There are no debt service costs since there is no planned borrowing.
- The budget provides for annual reserves, reflected positive and growing fund balances for each year of the charter. From the outset, sufficient reserves exist for cash flow and dissolution contingency.

The base budget submitted is conservative in its estimates and there are no irregular assumptions. The facility plan is fully discussed in the Facilities section of this proposal, but to reiterate, ACHS plans to locate in East Harlem. ACHS will pay rent for each year through its first term of its charter.

B. Financial Management

Annual Financial Audit and Reports

ACHS will put in place policies to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. These policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. ACHS will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and any reporting to the IRS or other governmental entities. ACHS shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Trustees. The audit will be conducted in accordance with Generally Accepted Auditing Procedures (GAAP) and Government Auditing Standards. ACHS will be transparent in its accounting, and submit any and all necessary documents to the auditor. ACHS will publish an Annual Report at the end of each fiscal year, for public dissemination to stakeholders, with relevant programmatic and financial data. Ultimately the Board of Trustees is responsible the fiscal management of the school and will review fiscal reports on a monthly basis as provided by the Operations Manager and the Head of School. The Board will have a Finance Committee that will be responsible for reviewing detailed financial data and assisting the Auditor with the annual Audit. ACHS

Board of Trustees will also ensure that proper insurance policies are in place to indemnify the school, its staff, teachers and the Board from tort claims.

Other Financial Management Obligations

Payroll

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

Procurement

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

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

Only the HoS may sign checks or authorize the disbursement of ACHS funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a ACHS credit card will be issued to the Head of School following the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Head of School. The Board of Trustees Finance Committee will review credit card statements and complete bank reconciliations for irregularities at each Board meeting.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by the Board of Trustees. In order to support the mission and vision of ACHS, raising additional funds will likely be necessary. The ACHS Board, in partnership with the Aprendes Foundation, will be responsible for raising individual, foundation, and government grants based on annual fundraising targets set by the Board. In addition to thoroughly documenting all fundraising dollars, all ACHS grants will be actively managed by the Operations Manager with oversight from the Board.

Student and Financial Records

ACHS will comply fully with all regulations pertaining to keeping and monitoring of student records requiring the protection of student privacy. ACHS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request to the school's Operations Manager. ACHS will comply with such requests within a reasonable period of time,

but, in no case, more than 45 days after it has been received. All student records required to be kept confidential will be kept in a locked file in the school office and electronically in a password protected database. A detailed log will be maintained by the Operations Manager that lists who requests and/or gained access to the records and the reason for the request. The Operations Manager will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with New York State Education Law. In addition to the Operations Manager, the only staff members at the school that will have direct access to these files will be the Head of School and Director of Instruction.

The Operations Manager will be appoint an Operations Associate to serve as ACHS' Records Management Officer (RMO). The RMO will coordinate the development of and oversee a program for orderly and efficient management of records, including the legal disposition or destruction of obsolete records. The Board will recommend appropriate policies, regulations and procedures to the RMO. When necessary, the Board will access legal counsel to determine appropriate actions in regards to confidentiality and record keeping. The Operations Manager will maintain all financial accounts and data with an approved software package such as Fund E-Z. The Head of School reviews all completed draft financial reports from the Operations Manager, attaches explanations when required and presents to the Board of Trustees at Board meetings. The Operations Manager will make additional financial information available to the Board of Trustees and/or the Finance Committee as needed.

C. Facility

An integral part of any school program is the actual facility. While facilities do not teach, they can enable. The Avance Charter School will be developed with core classrooms and breakout areas that will allow students to focus on the rigorous academic curriculum, but also project based learning that will foster an appreciation of leadership as a team activity.

For the overall build out of the facility, we have projected a program of spaces consistent with the New Vision's Small Schools for a student body of 400 plus at approximately 16,450 net square feet (nsf) for a resultant gross square footage (gsf) of approximately 23,000 sf. Based on experience, we will look to insure that circulation spaces are designed to accommodate the "nooks and crannies" that allow for breakout spaces which support the informal learning which is integral to students of the 21st century. We also recognize that by utilizing all of the space within the school, we can maximize the use of our facility as a key asset.

Core academics consisting of 12 classrooms at 750 net square feet (nsf), a project room, a science demo room, and a special education room at 1,000 nsf will be provided. Specialty spaces will include one science lab/prep room at 1,450 nsf. Filling out the full complement of academic spaces would be the support spaces consisting of an administrative hub at 750 nsf, three offices, a workroom and a resource room all at 375 nsf each.

It is the intention of Avance Charter High School to lease out approximately half of the overall 23,000 gsf identified to support the school for the first two years, with an option to expand in year 3. The financials reflect this overall assumption. Based on preliminary discussions with brokers, we believe this approach to be a viable one.

In addition to the specific build out of the school, we will work with the community to provide auxiliary learning spaces off campus for such activities as library/media services, health and wellness, and food service. This will intentionally better connect the campus to East Harlem and set the precedence for student to better understand the relationship between themselves and the resources available by tapping into the surrounding community.

Site Surveys

To date, we have preliminarily identified the following potential alternate sites for ACHS in East Harlem/El Barrio:

2450 Fifth Avenue: Located between 142nd and 143rd Streets this is an existing facility with 43,000 square space on one floor of a loft-like building. It is ADA compliant and was originally designed and built as a public school about ten years ago and currently being used as artists studios, adult education and exhibition spaces. It includes over 24 classrooms, administrative offices, student support spaces, storage, cafeteria with kitchen, and a small gym among other spaces.

2253 Third Avenue/Taino Towers: Located between East 122nd and 123rd Streets this mixed-use complex built in 1979 contains four residential towers, an underground parking garage, community facilities, retail and office spaces. Currently a major tenant with over 15,000 square feet on the 3rd floor is operating an outpatient comprehensive health center, which is currently ADA compliant, and is due to vacate the space when the lease expires since it is relocating to a new facility nearby.

2269-2275 First Avenue: Located at the corner of First Avenue and East 117th Street this existing five-story brick and stone building was originally designed to house a public school. Last use was for the district offices of CSD4 when it was sold to a private developer to be converted into residential condominiums. Currently vacant with the interiors partially demolished and with a potential for 43,770 square feet of interior space to be renovated and made ADA compliant. The existing building has an extension on site and is adjacent to a vacant lot.

D. Transportation

ACHS students will receive transportation services for which we are statutorily eligible under §2853(4)(b) and § 3635 of the Education Law. Specifically, the NYC Department of Education will provide or assign eligible students Metrocards based on how far they live from the school. ACHS will then provide additional transportation from specific locations to and from academic field trips. Because ACHS will be in session on days when New York City Public Schools are not, we shall seek arrangements with the District and MTA to provide transportation on those days pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. In accordance with standard regulations, we will document the manner in which students will be transported to and from school.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law §2853(4)(b) and §3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parent.

E. Food Service

ACHS will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will make available to students breakfast, lunch, and a morning or afternoon snack, and adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced price meals. We expect 100% of our students to qualify for FRP and of those 50% to qualify for

Free meals. See Budget Attachment for costs for Meals. We will contract with the NYC Office of School Food and Nutrition Services for breakfast, lunch and snack through the School Food program in which all students are eligible for free breakfast and lunch and reduced price lunch for \$.25 cents. Children of parents who receive benefits such as Temporary Assistance to Needy Families (TANF), Food Stamps, WIC or any other public assistance benefits, may be eligible for free meals. Children from households that meet Federal Income Guidelines are eligible for free or reduced-price meals. After establishing a system for monitoring daily student participation in meal services, we will submit weekly MIE1 and MIE2 forms and payment to OSFNS. ACHS will also provide snacks for students during the Extended Day period per week.

F. Insurance

ACHS will research quotes from current charter school providers and others to procure policies for Educators' Legal Liability, Employment Practices Liability, Automobile Liability, Excess Liability and a Surety bond for the school's chief financial officer. Budget assumptions for these policies are based on current cost at charter schools and discussions with brokers on possible costs of the additional policies.

G. Pre-Opening Plan

Key tasks to be completed between approval of the application (September 2011) and school opening (September 2012) are as follows:

- 1) *Finalize terms with landlord for school facility* – ACHS has already initiated discussions with the three private facilities regarding use of their space. Discussions will continue over the next few months while ACHS awaits a decision on our application. We expect execution of a lease for space in April 2011. ACHS Board of Trustees, in particular Pamela Leoffelman, will have the primary responsibility for negotiating and executing any lease agreement.
- 2) *Hire Key Staff (Head of School, Operations Manager)* – ACHS is in the process of recruiting candidates for these positions. We will have our Head of School identified by November 1, 2011. We expect to initiate our search for the other position before being awarded our Charter. Our Head of School and will begin working at the start of 2012 and our Operations Manager will begin in March 2012. ACHS Board of Trustees will lead the search for these positions, specifically Anthony Lopez and Tanya Lewis Kelly.
- 3) *Hire Teachers and Staff* – ACHS will initiate the hiring of these staff in March 2012. Staff will be in place by June 2012. The Head of School will be the primary lead on hiring teachers and staff. Both teachers and staff will begin working in July 2012.
- 4) *Recruit Students* – ACHS will initiate this process in accordance with SED requirements in January 2012. The HoS, community partners and members of the Founding team will be primarily responsible for this process, which will include meeting with all potential sources of students (i.e. middle schools, CBOs, etc.). This process will conclude in April 2012 with completion of application forms and a lottery, if necessary

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Anthony Lopez	Founding Group & Proposed Board Member
Tanya Lewis Kelly	Founding Group & Proposed Board Member
Daisy Lopez	Founding Group & Proposed Board Member
Brian Ferguson	Founding Group & Proposed Board Member
Richard Williams	Founding Group & Proposed Board Member
Pam Leofellman	Founding Group & Proposed Board Member
Jorge Izquierdo	Founding Group & Proposed Board Member
D'Wayne Prieto	Founding Group Member
Anthony Campos	Founding Group Member
Warren James	Founding Group Member
Godfrey Rivera	Founding Group Member
William Gladstone	Proposed School Employee

Attachment 2: Certification Statement

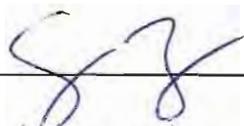
Proposed Charter School Name: Avance Charter High School

Proposed School Location (District) CSD 4

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

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

Signature of Lead Applicant/
Authorized Person _____



Date: 3/29/11

(Please label the copy that has original signatures)

Print/Type Name: Anthony Lopez

Address

[Redacted Address]

Daytime Phone:

[Redacted Phone Number]

Email:

[Redacted Email Address]

Attachment 3: ACHS Daily Schedule

Period	Time	Monday (A)	Tuesday (B)	Wednesday (C)	Thursday (A)	Friday (B)
1	8:00-9:00	Living Environment	Global Studies	Reading/English	Living Environment	Global Studies
2	9:05-10:05	Living Environment	Global Studies	Integrated Algebra	Living Environment	Global Studies
3	10:10-11:10	Integrated Algebra	Writing/English	Living Environment	Integrated Algebra	Writing/English
4	11:15-12:15	Integrated Algebra	Reading/English	Global Studies	Integrated Algebra	Reading/English
Lunch	12:20-1:20	Lunch	Lunch	Lunch	Lunch	Lunch
5	1:25-2:25	Reading/English	Integrated Algebra	Art/Music/PE Rotating classes	Reading/English	Integrated Algebra
6	2:30-3:30	Small Group Intervention	PE		Small Group Intervention	PE
7	3:35-4:00	Advisory	Advisory		Advisory	Advisory

Extended Day Program

Period	Time	Activity
1	4:05-5:00	Homework Help/tutoring
2	5:05-6:00	Tutoring/Community Education

Saturday Program every other Saturday beginning in early October

Period	Time	Class
1	9:30 – 11:00	ELA Support
2	11:00 – 12:30	Math Support

Assumptions:

1. Writing seminar will be a stand-alone class that will function as a separate ELA class.
2. All students would rotate on Wednesday afternoon between art, music, and PE.
3. Wednesday afternoons would be freed up for regular teachers, minus the PE teacher, to have professional development assuming we can utilize other staff from a cooperating organization to run the art and music classes.

Attachment 4: ACHS Proposed Annual Calendar for 2012-2013

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

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

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

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

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

January 2013						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

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

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

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

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

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

Instructional Days		
	Aug. 27 th – Oct. 31	41
	Nov. 1 – Dec. 31	35
	Jan. 4 – Feb. 28	37
	Mar. 1 – Apr. 30	38
	May 1 – Jun, 28	42
	Total Days	193

Key	
	No School for Staff & Students
	Staff In-Service
	Saturday /Summer Academies

**BYLAWS OF
AVANCE CHARTER HIGH SCHOOL**

A New York Not-for-Profit Education Corporation

ARTICLE I: NAME

The name of the Corporation is the Avance Charter High School (hereinafter “the Corporation” or “the School”).

ARTICLE II: MEMBERSHIP

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

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to provisions of applicable New York Education Law, New York Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the School;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be an odd number no less than five (5) and no more than eleven (11). The Board shall fix the exact number of Trustees,

Attachment 5: ACHS Corporate Bylaws

within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is set at seven (7).

C. Election of Trustees.

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively and who is over the age of eighteen (18) years.

In addition to other candidates, the Board will consider the following nominees:

- a. A parent of an active Avance Charter High School student, who is designated by the Avance Charter High School Parents' Association to represent that Association (the "Parent Representative"), who is an ex-officio, voting member of the Board.
- b. The Head of School, who is a non-voting member of the Board.
- c.. A community representative with expertise in community development of East Harlem, who is an ex-officio, voting member of the Board.
3. **Interested Persons.** Subject to the exceptions of the New York General Municipal Law, no School Trustee, Officer or employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, Officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school.

Any Trustee, Officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

4. Term of Office.

- a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the School shall be one (1) year, unless the child leaves the School.
- c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the School's Charter, the Bylaws, or other Board action.

Attachment 5: ACHS Corporate Bylaws

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the School's Charter, the Bylaws or other Board action.

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

D. **Removal of Trustees.** The Board may remove a Trustee in accordance with the applicable provisions of the New York Education Law and the New York Not-for-Profit Corporation Law by vote of a majority of the entire Board. Bases for removal include, but are not limited to, cases where any Trustee:

1. Has failed to attend three (3) or more of the Board's Regular Meetings in any fiscal year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony; or
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the New York Education Law.

Any Trustee who has failed to attend three (3) or more consecutive meetings of the Board without excuse accepted as satisfactory by the Board shall upon vote of the Board be deemed to have resigned and such vacancy shall be filled.

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

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

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

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the Avance Charter High School or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

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

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

C. Regular Meetings. Regular Meetings shall be held monthly throughout the year, and other times as the Board determines.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-third (1/3) of the entire Board.

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

Attachment 5: ACHS Corporate Bylaws

F. Notices. Public notice of the time and place of a meeting shall be given in compliance with the New York Open Meetings Law. Notices to Trustees of Board Meetings shall be given as follows:

1. Notice of the time and place of every meeting of the Board (Regular or Annual) shall be mailed not less than five(5) nor more than ten (10) days before the meeting at the usual address of every Trustee and shall include an outline of meeting agenda items that are expected to be discussed during the upcoming meeting.
2. Special or other meetings shall be held upon four days notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meeting. A waiver may also specify an alternate form of notice for a Trustee so long as it is also acceptable to the Board. This provision shall not permit waiver of the public notice provisions contained in the New York Open Meetings Law.

ARTICLE VI: ACTION BY THE BOARD

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

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2. Board Participation. In all events (except as set forth under Article III.C.1), a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law (the Open Meetings Law), Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or person in the public audience. Trustees other than those in-person or by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. A Board Committee will consist of not fewer than three (3) Trustees, who shall be selected by resolution adopted by a majority of the entire Board. Only Trustees shall serve on Standing

Attachment 5: ACHS Corporate Bylaws

Committees and the Board may designate alternate members of any Standing Committee. The Executive Committee of the Board shall consist of not fewer than three (3) Trustees.

2. Authority of Board Standing Committees. The Board may delegate to a Board Standing Committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees;
 - b. Filling vacancies on the Board or any committee which has the authority of the Board;
 - c. The amendment or repeal of Bylaws or the adoption of new Bylaws;
 - d. The appointment of other committees of the Board, or the members of the committees; and
 - e. The amendment or repeal of any resolution of the Board which by its terms is not so amendable or repeal able.
3. Standing Committees. The Board shall have the following Standing Committees and shall assign specific duties to each Standing Committee:
 - a. Executive Committee. This committee will evaluate prospective and current Trustees and will nominate and orient new Trustees.
 - b. Accountability and Governance Committee. This committee will conduct the annual performance evaluation of the Head of School using the student achievement and organizational goals articulated in the School's mission statement and charter application.
 - c. Finance and Personnel. The Board shall have a standing Finance and Personnel Committee, chaired by the Treasurer provided that the Treasurer is a Trustee. Additional members of the Finance and Personnel Committee will be appointed by resolution of the entire Board. The Finance and Personnel Committee shall prepare the Corporation's budget for approval by the Board, and prepare and propose rules, policies, and procedures for the conduct of the financial and personnel affairs for the approval of the Board. The Committee may be assisted by the Corporation's bookkeeper, auditor, and attorney.
 - d. Development. This committee will support the Head of School in creating and implementing an annual development plan.
 - e. Academic. This committee will ensure the academic quality and credibility of the school as an academic institution and support the Head of School in the maintenance, promotion and improvement of the academic standards set forth in the charter.
5. Other Committees. The Board may create Special or other committees in accordance with the provisions of the New York Not-for-Profit Corporation Laws as may be deemed desirable.
 - a. The members of Special Committees shall be appointed by the President of the Board. Special Committees shall have only the powers specifically delegated by the Board and in no case shall have powers which are not authorized for Standing Committees.
 - b. Other committees shall be committees of the Corporation and may be elected or appointed in the same manner as Officers of the Corporation. Provisions of the New York Not-for-Profit Corporation Law applicable to Officers shall be applicable to members of such committees.
7. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the New York Open Meetings Law with respect to the calling of meetings, notice, minutes, and public access.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the School's

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best interest, and with that degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

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

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a conflict of interest; (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.
2. The Parent Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator, faculty member or student; (b) administrator or faculty compensation; (c) Executive Session of the Board; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board. Moreover, any School employee may be disciplined, including immediate dismissal or short-term suspension (after appropriate due process), if confidential Board information is disclosed without the Board's or Chair's prior written approval.

ARTICLE VII: OFFICERS

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

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1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall chair the Accountability and Governance Standing Committee of the Board and have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given and any waivers thereto, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chair of the Finance and Personnel Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility, and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer in accordance with the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the New York Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer,

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employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

Subject to the exceptions of the New York General Municipal law, the Corporation shall not engage in any self-dealing transactions.

ARTICLE XI: OTHER PROVISIONS

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

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

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, the Head of School or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

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

E. Conflict of Interest.

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. Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend, or repeal these Bylaws, material revisions being subject to the approval of the Board of Trustees of Regents of New York State or its designee.

CERTIFICATE OF THE SECRETARY

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

_____, Secretary Dated: _____

Attachment 6: ACHS Proposed Code of Ethics

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

Therefore, every officer 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.

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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 Executive Director shall cause a copy of this Code of 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.

Policy on Conflict of Interest

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by Law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

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- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to Law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable there under, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract. The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items. The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

I, Vorge Izquierdo, (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.

3/29/11

Vorge Izquierdo

Jorge Izquierdo, Ed.D.

[REDACTED]
New York, NY 10018

Email: [REDACTED]

PROFILE SUMMARY

I am a dynamic, passionate and highly skilled instructional leader with an unwavering commitment to student success. Success as an educator with experience across all grade levels as well as working with diverse student populations. Ability to inspire, motivate and transform school leaders to foster collaborative school communities focused on educational excellence. Skilled in engaging school leaders in reflective dialog, guidance in developing strategies to increase student achievement.

WORK EXPERIENCE

Consultant, New York City Department of Education Brooklyn, New York

2009-Present

Consultant for The Principal Candidate Pool and Office of School Leadership, that provides rigorous system-wide standards for principal selection. Specific duties include:

- Participation in all of the training sessions on the use of rubrics to evaluate candidates applying to be admitted to the Principal Candidate Pool; moderating group discussions, instructional analyses and case study discussions.
- Trained in the use of the various assessments designed to select candidates based on the NYC Leadership Competencies.

Assistant Professor in Educational Leadership, Adelphi University New York, New York

2008-Present

Responsibilities include organizing and facilitating seminars for leadership students, course evaluation and development, acting as a liaison to NYC schools, and teaching the following courses:

- Diversity in Education - Focuses on issues of diversity in schools, the achievement gap, learning how to use data. Developed strategies to work with academic at-risk student populations (ELL's, special needs, and African-American and Latino students).
- Educational Policy - Planned to provide an overview of the major issues and controversies related to policies. Developed at all levels of government, NCLB policies, guiding school leaders in the development of school policies to support successful learning communities, working with the press, public relations and preparing and reviewing accountability reports.
- Administrative Internship - Prepares future school leaders with knowledge and skills needed for creating change in schools, focus on using data to improve student outcomes, instructional supervision, team building for success, managing resources, working with staff and community, developing instructional strategies for diverse student populations.
- School Leadership/Instructional Management – Focus is on becoming an instructional leader, use of research based professional development, use of classroom observation and teacher data to make instructional decisions, conducting classroom observations and learning how to lead instructional walks, analyzing student work as a tool to focus on student achievement and closing the achievement gap.

**Local Instructional Superintendent Region IX
& Community School Superintendent District 4**

2003-2009

- Provided professional development and support for principals and teachers related to instructional management, guidance in developing leadership strategies, conducted staff workshops and focused learning walks.
- Worked with school leaders in the use of data to improve instructional practices, lead staff discussions around student assessments, identifying strategies to meet AYP, in depth inquiry on achievement gaps by subgroups, comparative case studies and low inference observations.
- Lead restructuring of low performing schools, created small learning communities with the goal of increasing accountability and accelerating student achievement.
- Developed technology programs at several schools by initiating partnerships with private industry. Over 500 computers were given to schools as a result of this effort.
- Worked closely with regional staff to provide support for the schools on all issues of school support including budget, student attendance, safety student suspensions and legal matters.
- Met monthly with representatives from the different employee bargaining units including UFT, CSA, and DC 37 to foster a cooperative relationship to avert / mediate employee contractual disputes.
- Convened a monthly community dialog ("Dialog with the Superintendent") with all the constituencies of East Harlem to keep everyone informed of DOE initiatives and to keep lines of communication open.
- Collaborated with New York University and Asociacion Tepeyac to disseminate research findings and provide first time professional development on strategies to maximize student success for Mexican students (The largest ELL group in East Harlem).
- Secured resources from the Manhattan Boro President's Office to provide mobile labs as part of my goal to provide middle schools students with a rigorous science curriculum.

**Community School Superintendent District 4
& Senior Assessment Facilitator**

2006-2008

- Represented the Chancellor's office at community engagement meetings and kept the Chancellor's leadership team abreast of potentially controversial issues in the district.
- Worked closely with attorneys from the Office of Labor Relations on legal and employee disciplinary matters, conducted investigations and issued findings, appointed, evaluated and rated Principals.
- Facilitated inter-school relationships by leading instructional walks. Modeled for Principals how to become reflective leaders with the goal of maximizing student outcomes.
- Met monthly with community leaders to keep all constituencies informed of DOE initiatives, provide analyses of district student achievement data, and served as a mediator between community activists and the NYC Department of Education.
- Lead an extensive community outreach to encourage undocumented families to register their children in our schools that resulted in a substantial increase in the number of Pre-K students enrolled in school for the first.
- Worked with Principals to implement student accountability tools as a means of improving student outcomes, utilization of data information to bring about improvement in classroom practices. Initiated, validated, and disseminated innovative learning strategies based on research and data.
- Facilitated staff meetings on the use of data and the development of instructional strategies to improve student outcomes.

- Supported the work of teachers engaged in collaborative inquiry teams.
- Shared data reports with Principals to assist in the implementation of DOE initiatives related to the use of accountability tools and resources.
- Worked with schools to use data to drive instruction; assisted school leaders in the use of data, including student assessment data, AYP, mobility rates, demographics, changing trends, differences in achievement gaps by subgroups, and comparative case studies and low-inference observations.

**Superintendent, Community School District 6
New York, New York**

2000-2003

As Superintendent of Community School District 6, lead the largest school district in Manhattan with over 29,000 students in 26 schools (20 elementary and 6 middle schools) across Inwood, Washington Heights Hamilton Grange and Harlem. The student population included the largest number of English language learners in NYS (over 9,000 students) as well as a poverty rate of over 92 percent.

Responsibilities included overseeing a budget of more than \$250 million dollars, developing effective instructional programs geared towards positive student outcomes, worked with the local school board to mediate issues of concern, provided instructional leadership for school leaders focusing on creating rigorous learning curricula for students, collaborated with parents to make them true partners with the schools, Throughout this period of leadership, the district witnessed the return of middle-class families to the public schools. Initiatives and accomplishments include:

- Transformed the existing structure and culture of the district by attracting new leadership to select schools, developed smaller learning environments that provided new opportunities for students resulting in an increase in student achievement. Creation of a successful new school, "Harlem Heights Academy."
- Developed and implemented educational programs to meet the challenges of the district's student population, including extended-day programs and special programs for at-risk students.
- Created innovative professional development strategies that included lab-site models for in-school professional development with the goal of developing a cohort of "master teachers."
- Empowered principals and teachers to make instructional decisions for their schools with internal and external accountability measures.
- Expanded and significantly increased budget resources for comprehensive arts in education program. Through partnerships with Alvin Ailey The American Dance Theatre, Carnegie Hall, Lincoln Center, American Place Theatre, Grammy Foundation, Metropolitan Opera Guild, National Dance Institute and other arts organizations. Creation of a new Middle School (Alvin Ailey Dance School, IS 528) as well as instrumental programs in all schools.
- Fostered public-private partnerships with local businesses, nonprofits and foundations to sponsor programs that improved teaching quality and valuable experiences for students. Partners included The Charles Hayden Foundation, Center for Educational Innovation-Public Education Association, and New Visions for Public Schools, Design by Design, E-chalk, Tannenbaum Center for Religious Understanding, Educators for Social Responsibility, Reading Rescue, and the Tisch Foundation.

Principal, P.S. 163
New York, New York

1991-2000

Lead this elementary school on the Upper West Side of Manhattan that serves a large Latino population. Guided teaching and administrative staff to dramatically improve student outcomes and increase parental involvement. Initiatives and accomplishments include:

- Initiated and implemented a school-wide restructuring effort that moved the school's citywide ranking from the lowest third to the top third of all elementary schools.
- Lead an intensive school-wide professional development program which resulted in the creation of rigorous curricula.
- Introduced a school-wide technology program to enhance literacy activities. Program included integration of computers and video information systems, Internet access in all classrooms for grades 4 and 5, and the networking of computers.
- Established P.S. 163 as a "Reading and Writing Project" school in collaboration with Dr. Lucy Caulkins of Teachers College, and served as a member of the Writing Project Principal Leadership Group
- Initiated a successful weekly forum for parents (Café 163) to increase parental engagement.
- Established collaborations with community organizations to support instruction, including Ryan Center, Farmer's Market, MOMA, NYC Taekwondo, NYC Ballet, Carnegie Hall, Lincoln Center, Bank Street College, Project Stop/Peer Mediation, New York University, Time Inc., and the Virtual "Y."
- Served as lead principal in District 3 from 1997 to 2000, mentoring and developing leadership among the district's school leaders.

Assistant Principal, I.S. 136
New York, New York

1985-1991

Helped lead this Harlem middle school with a diverse student body, including a large English language learner population. Designed and developed programs to meet the specific needs of the school's students, in particular SIFE (students with interrupted formal schooling), and managed fundamental administrative functions. Responsibilities included:

- Supervised Bilingual/ESL programs.
- Managed school budgets for the school, responsible for purchase orders and all expenditures.
- Supervised all pupil personnel services, including coordination of support services for students with special needs.
- Supervised instruction in grades 6-8, lead the Pupil Personnel Committee,
- Supervised the special needs program in all grades.

RELATED EXPERIENCE

Facilitator, Executive Leadership Program New York City Board of Education, New York, NY

1997-2000

As facilitator, worked to foster leadership competencies for aspiring Superintendents. Through a dynamic, interactive, and reflective process, helped school leaders to become effective superintendent candidates. Among the issues addressed in this program were curriculum development, budget management, community-school relations, parent involvement, staff and professional development, and structures of accountability.

District Summer School Supervisor Community School District 3, New York, NY

1994-2000

Oversaw implementation of this district's summer school program designed to help students meet grade level requirements. Working with schools throughout the Upper West Side of Manhattan, ensured that students and parents were properly informed of summer school requirements, secured necessary administrative support for school personnel, and prepared timely reports on student attendance and performance rates.

EDUCATION

Doctorate in Educational Leadership Nova Southeastern University, Ft. Lauderdale, FL	1991
Professional Diploma in Supervision and Administration City College of New York, New York, NY	1983
Master of Science in Education City College of New York, New York, NY	1981
Bachelor of Science in Secondary Education Bernard Baruch College, New York, NY	1971

PUBLICATIONS / PRESENTATIONS / AWARDS

NYCPEA, Education Leadership Review, Vol 8. number 2
"Learning on the Ground", an Exploratory Case Study in Urban
School Leaders Preparation, August 2007

Presentation to the Latino Children's Network
"Strategies for Educating SIFE Students" May 2004

Presentation to the Faculty of Turabo University, Turabo, Puerto Rico
"Effective School Practices in Working with Bilingual Student Populations"
February 2003

Jonathan M. Levin Community Spirit Award, January 2003

ASPIRA Educational Leadership Award, January 2002

Educator of the Year, Education Alumni Association of the City College of
New York, June 2002

Presentation to the Steinhardt School of Education, NYU
"Strategies to Improve Academic Achievement and Improve Graduation Rates For
Latino Students", November 2002

Latino Children Advocacy Award, ENLACE, November 2002

References available upon request.

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. Jorge Izquierdo, ED. D.
(Include preferred honorific.)

Daytime Telephone _____

Home Mailing Address: _____

Personal E-Mail/Fax: _____

Business Address: _____

Business _____ **E-Mail/Fax:** _____

Charter School Name: _____ AVANCE

Charter School Address: _____

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

_____ Board member

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.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. x 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. x 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. x I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. / I am the former School Superintendent for the District where the AVANCE HS is proposed to open. Mr. Lopez and I worked on educational projects for the benefit of the students in the East Harlem community.
5. Please explain why you wish to serve on the board. / I would like to offer my support and knowledge of instruction to an organization that will serve children with high academic needs.
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. X 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.
X This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

x This does not apply to me. Yes.

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
x 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.
x 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.
x Not applicable because the School does not/will not contract with a management

company or charter management organization.

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None. Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

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

I believe that the mission of the Avance Charter HS is to create the opportunities for the East Harlem students to become leaders with the ability to problem solve and to face the challenges of the 21st Century.

18. Please explain your understanding of the educational program of the charter school. A true community of learners that challenges students to be problem solvers/reflective thinkers, challenging curricula emphasizing inquiry learning, a longer school day/ year, strong school leadership true parent and community engagement.
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 instructional leadership, clear lines of accountability, a clear vision and mission, serving the needs of diverse student learners, innovative learning strategies leading to differentiated teaching.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A commitment to put the needs of students first, to be responsive to the needs of students and parents, continuous self reflection with an eye towards developing an maintaining high standards and expectations for all.

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 school's by-laws and all proposed policies.

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

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, RICHARD WILLIAMS, (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.

Richard Williams, CPA

3/27/11

Signature

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: RICHARD WILLIAMS, CPA

(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 1418 CLINTON AVENUE #3B, BRONX, NY 10456

Business E-Mail/Fax: 1715 BOSTON ROAD, BRONX, NY 10460/347-577-5357

Charter School Name: AVANCE CHARTER HIGH 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.
5. Please explain why you wish to serve on the board.

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

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

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

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

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. **Response:** I would take actions according to what is prescribed in our conflict of interest policy. As a board member my allegiance is not to the board but to the school, the authorizer and the public that the school is serving.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. As most other charter school, the fundamental mission is to educate future leaders, and provide them with the tools necessary to be admitted into college with the ultimate goal of strengthening the community.

18. Please explain your understanding of the educational program of the charter school. My understanding of the educational program is that, it will be geared around motivating students' interest in learning. The program will implement proven strategies to engage young minds, which includes: Academically rigorous curriculum, longer school days, developing strong school culture, engaging stakeholders and establishing good governance.

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 is able to improve the life of the students and the community it serves. It is the job of the board to measure and compare accomplishments to established benchmarks. The board needs to pay attention to the entire operations of the school, not just the academic segment.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The charter is given to board on behalf of the school, it's the job of the board to comply and meet the requirements on the basis of which the charter is being issued. Each member will be expected to play their part in honoring the contract between themselves and the authorizer, proper knowledge of the NYS charter school law is important.

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 an auditor I've assisted sinking charters schools and aided in the renewal of charter school applications. Most not-for-profits fail because all their attention and resources are centered on the core program and the finance and compliance issues get neglected. With my experience assisting and aiding not-for-profits, I believe my participation on the board will be useful in drawing attention to segments that normally get overlooked and later lead to the detriment of such organization.

Richard R. Williams, CPA, CNAP

ACCOUNTANT / FINANCIAL ANALYST

Experienced Certified Public Accountant offering a strong background in accounting and financial analysis, with extensive experience in implementation and analysis of internal controls. Driven and focused, able to set goals and work to achieve them; known for high-quality work and recognized as a top performer by management and peers.

Skills Summary

Account and Finance: Public Accounting, Internal Auditing, Financial Statements, Budget Management, System Implementation, Periodic Reports, Account Reconciliation/General Ledger

Software Proficiency: MS Office Suite (Excel, Word, PowerPoint, Outlook), Skyline Accounting Systems, Peachtree, Timberline, QuickBooks, SUN Accounting Systems, Crystal Reporting System, other customized software

Professional Experience

ERE ACCOUNTANTS & ADVISORS, LLP – New York, NY – 2008 to 2010

Auditor

- Perform all areas of financial statements and compliance audit/assurance engagement from planning to the issuance of final reports
- Interface with all levels of clients management and legal associates
- Assist clients with the preparation of financial statements and other required disclosures
- Inform client of new accounting and reporting standards and assist them in complying to such
- Perform agree-upon procedures and financial services
- Perform A-133 Audits
- Prepare tax returns for client, specializing in not-for-profit clients (Forms 990, CHAR500, PUREG-1 etc)

OPEN SOCIETY INSTITUTE (George Soros Foundation) – New York, NY – 2004 to 2008

Budget/Financial Analyst – 2006 to 2008

- Performed internal audit on financial data and system performance
- Assisted in the preparation of audit schedules
- Designed and implemented accounting systems internal control protocols
- Created and post correcting journal entries
- Performed monthly liability analysis
- Managed a global budget in excess of \$500M
- Provided procedural enhancement recommendations to the Budget Director and CFO
- Prepared senior management financial reports including Projections and Forecasting with narrative
- Monitored budget vs. actual performance and advice the Finance Director on key points along with recommendations for strategic planning

- Designed financial reports using excel spreadsheet, for special projects as requested
- Worked with the systems department in the creation, formatting and revamping of financial systems
- Organized and host accounting/budget related training sessions; including preparation of content

Junior Budget/Financial Analyst – 2004 - 2006

- Liaised between program and accounting staff regarding budget and actual discrepancies and variances
- Performed database checks to identify and analyze anomalies
- Customized reports for the use and review of a wide variety of end users
- Provide support for various ad hoc projects

RENTAL & MANAGEMENT ASSOCIATES – Bronx, NY – 2000 to 2004

Senior Accountant - 2002 to 2004

- Designed and implemented internal audit policies and procedures in compliance with GAAP
- Prepared audit schedules for our various public accounting firms
- Scheduled audit appointments and responded to financial and compliance audit requests
- Maintained the general ledger according to GAAP, prepared and processed adjusting journal entries
- Supervised accounting staff of 4 staff Accountants
- Produced and distributed reports on a daily, weekly, and monthly basis to senior management and clients
- Implemented computerized processes that boosted efficiency and reduced errors created by the manual processing of data
- Created ad hoc analyses on clients request and in assisting with strategic planning, including budgeting
- Prepared bank and account reconciliation statements

Staff Accountant - 2000 to 2002

- Performed accounts receivable and payable tasks
- Maintained tenant and vendor information
- Performed tenant account adjustments
- Responded to tenant and property manager requests

International Experience (Jamaica) – 1992 -2000

- Project Coordinator of Not-for-profit – Jamaica/Netherlands Rural Health Project
- Accounting Manager, Not-for-profit – National Development Foundation
- Bank Clerk – Jamaica National Building Society (Banking)

Education & Certifications

Certified Public Accountant – New York State

HERBERT LEHMAN COLLEGE, (CUNY)

Bachelor's of Science in Accounting – Magna cum laude

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, Tanya Lewis-Kelly, (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.

Tanya Lewis-Kelly

3/27/11

Signature

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

Name: Tanya Lewis Kelly (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], New York, NY 10029

Personal E-Mail/Fax: [REDACTED]

Business Address: Same as above

Business E-Mail/Fax: Same as above

Charter School Name: Avance Charter High School

Charter School Address: N/A

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

Executive 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. X 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. X I affirm.

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

I became aware of ACHS when I was asked to join its planning team and Founding Board.

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

I have recently moved to East Harlem and have facilitated the recruitment of Board members for 22 charter schools and want to serve the community in this capacity based on my professional experience.

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

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. X This does not apply to me. Yes.

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

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

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

Conflict of Interest

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 am a professional colleague of Anthony Lopez.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 X I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
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.
 X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes:
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.
 X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes:

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.

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

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

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.

I would follow the terms of our charter, including the Board's By-laws and Code of Ethics, and NYS Not-for-Profit laws as the guide for handling this type of situation.

Educational Philosophy

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

The mission of the Avance Charter High School is to prepare students in East Harlem to be community-grown leaders and college graduates

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

I understand the education program at Avance Charter High School is built around the following 4 key design elements:

- College Preparedness

- Academically Rigorous Curriculum
- Leadership Development
- Community Assets

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:

- Getting a good start
- Leading with a mission
- Innovation across the school program
- Promoting a community of continuous learning
- Partnering with parents and the community
- Governing for accountability

The specific steps the board of Avance will take to ensure that the school is and remains successful include:

- Be clear and in agreement about roles and responsibilities.
- Create a strategic plan for growth in school and board development.
- Create a board policy manual.
- Use an executive committee to help facilitate decision-making.
- Provide board members with a board book and other timely communications.
- Display an organizational dashboard.
- Implement a risk management process.
- Arrange for regular financial audits.
- Develop special education policies prior to opening the school.
- Negotiate a communication plan between the board and the Head of School
- Develop a performance review process for Head of School
- Develop conflict resolution and other policies as deemed necessary
- Develop a community planning process for raising student achievement.
- Use board members skills and add to their knowledge base.
- Put into place an annual board self-evaluation program.

Other

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

Involvement on the board of a charter school requires not only commitment and dedication, but also a core base of knowledge about the board's roles and

responsibilities and the requirements of the New York State charter school law.

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 school's by-laws and all proposed policies.

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

N/A

TANYA LEWIS-KELLY

~ New York, NY 10029 ~

Professional Summary: A seasoned nonprofit professional with over 17 years experience working with and for cultural and youth serving organizations. Particularly strong in: cultivating support; planning, implementing, and managing start up initiatives; managing governance and administration; professional/leadership development; and training and facilitation.

Professional Experience

TSL CONSULTING

Principal, *November 2005 – Present*

- Facilitate retreats, conduct workshops, trainings, presentations, and participate on panels throughout the country on leadership – including culturally specific leadership trainings – governance, and restorative practices.
- Evaluate program results to ensure organizational goals are being met and determine required operational improvements to increase the effectiveness and efficiency of programming.
- Consult on developing innovative programming and restructuring existing programmatic designs.
- Develop strategies to strengthen the leadership capacity of organizations and assist in the implementation of a plan.
- Project manage relationships and contracts with consultants, service providers, and external vendors.
- Mentor/coach executives and board chairs on: building and enhancing administrative, human resource, and communications strategies and professionally developing staff.

VOLUNTEER CONSULTING GROUP, New York, NY

Regional Director, *June 2005 – April 2010*

- Served on senior management team for non-profit consulting organization.
- Developed strategies for strengthening the leadership capacity of organizations.
- Guided the implementation of strategic action steps.
- Recruited board members to serve on nonprofit boards.
- Managed all the consulting and recruitment efforts for cultural and youth serving organizations including existing and start-up charter schools. Served (33) 1/3 of all chartered schools at that time in New York City.
- Led all diversity efforts for the organization – including outreach and developing culturally specific leadership trainings.
- Conducted workshops, trainings, presentations, and participate on panels promoting best practices in governance and leadership throughout the country.

FUND FOR THE CITY OF NEW YORK

HARLEM COMMUNITY JUSTICE CENTER, New York, NY

Deputy Project Director, *July 2001 – June 2005*

Director of Youth and Family Programs, *September 1999 – July 2001*

Senior Planner, *March 1998 – September 1999*

- Leveraged \$3MM of support over tenure to develop an innovative New York State court initiative.
- Coordinated the planning and implementation of the New York State Unified Court System's Harlem Community Justice Center.
- Envisioned, planned and implemented two national demonstration models—the **Youth Justice Project** and the **Juvenile Reentry Network**.
- Regularly evaluated program results to ensure organizational goals were being met and determined required operational improvements to increase the effectiveness and efficiency of youth programming.
- Built and enhanced administrative, human resource, information technology, and communications strategies and processes.
- Managed the annual budget development process across all youth focused departments and implemented budget tracking systems; interface with parent organization on budgeting process as needed.
- Lead in the planning, development, and implementation of regular professional development opportunities and training for staff.
- Managed relationships and contracts with consultants, service providers, and external vendors.

CHILDREN'S DEFENSE FUND

BLACK COMMUNITY CRUSADE FOR CHILDREN, Washington, DC

Research Manager, *August 1993 – September 1996*

- Served on inaugural staff, editing public education materials and guides to define identity of new campaign led by internationally recognized child advocated, Marian Wright Edelman.
- Developed and implemented community relations events to promote the first *Stand For Children* march on Washington.
- Provided staff support for the **Black Males Task Force**, chaired by Yale Professor Emeritus Dr. Edmund W. Gordon and the **Educational Advisory Committee**, chaired by College Board President, Dr. Donald Stewart.

TANYA LEWIS-KELLY

CENTER ON BUDGET AND POLICY PRIORITIES, Washington, DC
Everett Intern, *Summer 1993*

WESTCHESTER COUNTY PRESS, White Plains, NY
Managing Editor, *November 1990 – June 1991*

U.S. HOUSE OF REPRESENTATIVES, CONGRESSWOMAN NITA M. LOWEY, White Plains, NY
Field Representative, *October 1989 – November 1990*

Education, Certification and Affiliations

NEW YORK UNIVERSITY, New York, NY
Robert F. Wagner Graduate School of Public Service, 1991 – 1993
Public Policy Major, Concentration in *Race, Poverty and Class Issues*
Dean's Award for Outstanding Leadership, 1993

CORNELL UNIVERSITY, Ithaca, NY
College of Human Ecology, B.S., 1985 – 1990
Design and Environmental Analysis Major, Concentration in *Facility Planning and Management*

LEADERSHIP EDUCATION FOR ASIAN PACIFICS (LEAP), Los Angeles, CA
Certified Trainer for *Leadership & Philanthropy for African American Professionals*

INTERNATIONAL INSTITUTE ON RESTORATIVE PRACTICES (IIRP), Bethlehem, PA
Certified Trainer for *Introduction to Restorative Practices* and *Using Circles Effectively*

NEW YORK JUNIOR LEAGUE COMMUNITY ACTION COUNCIL
Member

TANYA LEWIS-KELLY

Organizations Served

Consulting

Association of Hispanic Arts
Black Culinary Alliance (BCA)
Community Partnership Charter School
Equality Charter School
Erasmus Neighborhood Federation
Gilda's Club New Jersey & New York Metro Affiliates
Harlem Day Charter School
Impact Coalition
International Cinema Education
Internationals Network for Public Schools
KIPP Academy Charter School
Lower East Side Family Union
Malcolm X & Dr. Betty Shabazz Memorial and Educational Center
Minds Matter
Mt. St. Ursula High School
One Hundred Black Men of New York
One Stop Senior Services
Project Reach Youth (PRY)
SAGE
United for Global Healing

Board Recruiting

Academic Leadership Charter School
Beginning with Children Charter School
Black Culinary Alliance (BCA)
BRC
Brooklyn Excelsior Charter
Community Partnership Charter School
Coney Island Prep Charter School
Democracy Prep Charter School
Equality Charter School
Ernst & Young
Ethical Community Charter School
Events of the Heart
Explore Charter School
Family Life Academy Charter School
Girls Education and Mentoring Services (GEMS)
Grand Concourse Academy Charter
Growing Up Green Charter School
Harbor Science & Arts Charter School
Harriet Tubman Charter School
Hyde Leadership Charter School
Impact Coalition
International Cinema Education
New Heights Academy Charter School

New Heights Neighborhood Center
New Jersey Special Olympics
OWN Charter School
PAVE Academy Charter School
Peninsula Preparatory Academy Charter
Project Hope-New Direction
Renaissance Charter School
Sisulu-Walker Charter School of Harlem
Starlight Foundation
Weeksville Heritage Center
Westchester Land Trust
Williamsburg Charter High School

Governance Workshops

Alliance for Nonprofit Management National Conference
Brooklyn Economic Development Corporation
Council of Senior Centers & Services
Craigslit Foundation Bootcamp NYC
Dress For Success Worldwide
Echoing Green
Erasmus Neighborhood Federation
Ford Foundation Good Neighbor Committee
Gilda's Club New Jersey & New York Metro Affiliates
National Black MBA's Association Leadership Conference
National Black MBA's Association Northern New Jersey Chapter
National Black United Fund
National Society of Hispanic MBAs National Conference
New Jersey Black Issues Convention 2009
New York City Center for Charter School Excellence
New York Junior League Board Training Program
SCORE
Time Warner
VEntureneer.com

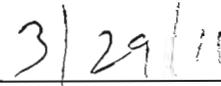
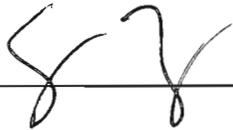
Professional Development Trainings

Asian Women Leadership Network (AWLN)
Cedarbrook Middle School, Wyncote, PA
Cheltenham Elementary School, Cheltenham, PA
City Springs School, Baltimore MD
Eastern High School, Lansing MI
International Institute for Restorative Practices, Doylestown, PA
Leadership Education for Asian and Pacific Islanders (LEAP)
Kellogg Project, Chicago, IL
Lyons Community School, Brooklyn NY
New York Junior League Board Training Program

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, Anthony López, (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

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

Name: Anthony Lopez (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], Bronx NY 10471

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: Same as above

Charter School Name: Avance Charter High School

Charter School Address: N/A

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

As the community organization representative on CSD 4's District Leadership Team, I became aware of the need for a quality local high school choice for the community, and decided that part of the work of the Aprendes Foundation would be to promote the creation of community-based school districts for underserved communities. Towards this end, I thought of organizing a group of like-minded individuals to serve as the Founding Group and meet the educational needs of the East Harlem community would provide a model for more community-grown charter schools throughout New York City.

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

I have over 20 years of non-profit executive, management and leadership experience and understand the relationship between a strong Board of Trustees and a strong and effective school and want to put that experience into practice through board service.

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

As outlined on my resume, my previous volunteer experience as a board member or member of the following not-for-profit corporations has provided me with the necessary experience to serve on a charter school board:

- AIDS and Adolescents Network of NY, Board Co-Chairperson
- International Youth Leadership Institute, Board Chairperson
- Institute for Puerto Rican Policy, Member
- Coalition of Latinos/Latinas for the Advancement of Visionary Education, Member
- Hispanic Media Advisory Coalition, Member

- Educational Testing Service, Visiting Committee Member
- Hispanic Scholarship Fund, Leadership Committee Member
- International Leadership Charter School, Co-Founder
- Harlem Center for Education, Board Member
- Hispanics in Philanthropy, Member
- NYC Mission Society/CCEP, Advisory Board Member
- Friends of the International Leadership Charter School, Member
- North Star Fund, Community Funding Committee, Member

In addition, the governance work I performed at the NYC Charter School Center has increased my professional reputation as an “expert” on charter school governance practices resulting in several consulting contracts with charter schools over the last four years to improve governance practices at their schools. Naturally, I plan to apply this knowledge and skills in the governance of the Avance Charter High School.

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

X This does not apply to me. Yes.

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

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

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

X This does not apply to me. Yes.

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

Conflict of Interest

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:

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:

Ms. Tanya Lewis Kelly is a professional colleague of mine.

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.

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

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

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.

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

I / we have no such interest. Yes:

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.

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

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

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.

Educational Philosophy

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

The mission of the Avance Charter High School is to prepare students in East Harlem to be community-grown leaders and college graduates. The school's mission and philosophy support the my personal and professional experience that students from underserved communities can overcome their personal circumstance and succeed academically under the firm commitment and guidance of caring, mission-driven adults who share this belief.

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

I understand the education program at Avance Charter High School is built around the following 4 key design elements:

- College Prep
- Rigorous Academic Curriculum
- Leadership Development
- Community Assets

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:

- Getting a good start

- Leading with a mission
- Innovation across the school program
- Promoting a community of continuous learning
- Partnering with parents and the community
- Governing for accountability

The specific steps the board of Avance will take to ensure that the school is and remains successful include:

- Be clear and in agreement about roles and responsibilities.
- Create a strategic plan for growth in school and board development.
- Create a board policy manual.
- Use an executive committee to help facilitate decision-making.
- Provide board members with a board book and other timely communications.
- Utilize consent agendas.
- Create an annual calendar of major board decisions.
- Stay in touch with the changing needs of your "stakeholders"
- Display an organizational dashboard.
- Implement a risk management process.
- Arrange for regular financial audits.
- Develop special education policies prior to opening the school.
- Negotiate a communication plan between the board and the Head of School
- Develop a performance review process for Head of School
- Develop conflict resolution and other policies as deemed necessary
- Develop a community planning process for raising student achievement.
- Use board members skills and add to their knowledge base.
- Put into place an annual board self-evaluation program.
- Create strong Academic, Finance and Fund Development committees.

Other

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

Involvement on the board of a charter school requires not only commitment and dedication, but also a core base of knowledge about the board's roles and responsibilities and the requirements of the New York State charter school law.

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 school's by-laws and all proposed policies.

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

N/A

**VP for Leadership
& Resource
Development**

Dec. 2004-Aug. 2007 **NYC Center for Charter School Excellence** NY, NY

- technical support to 32 new charter school operators throughout the new school application process, authorization, start-up and first year operations;
- published 3 Charter School Guidebooks (Governance, Fundraising and Government Grants);
- created a Charter School Fundraising Consortium to build fundraising capacity in 35 charter schools;
- established a Fundraising Fellowship Program that enrolled 10 graduate students and assigned them to 10 charter schools;
- Recruited and trained 25 volunteers to serve on Charter School Board of Trustees, implemented the Charter School Board Chair Forums for Charter School Board Chairs and Treasurers.

**VP/ Educational
Initiatives**

Sept. 1999-Dec. 2004 **Civic Strategies, Inc.** Newton, MA

- Managed NYC operations for restructuring and building organizational capacity in 20 NYC vocational high schools (Career & Technical Education);
- Facilitated the development of Comprehensive Education Plans in 10 CTE Schools and Smaller Learning Communities in 4 CTE schools;
- Organized 4 CTE Principals to form the Bronx CTE School Consortium and 6 CTE Principals in Brooklyn and Staten Island into the BASIS CTE Consortium;
- Replicated organizational development model to build capacity at 2 specialized high schools (Bronx HS of Science & Brooklyn Technical HS);
- Provided executive coaching to 6 CTE principals in leadership development, hired and collaborated with subject matter experts, and external consultants;
- Managed and supervised a "virtual organization" and multi-site team of five full-time staff and all relationships with central board of education, 5 school district superintendents, their deputies, and 20 high school principals. Successfully met all contractual obligations.

**Executive
Director**

Sept. 1996-Aug. 1999 **Aspira of NY, Inc.** NY, NY

- Led and managed day-to-day operations and financial management, raised \$2M in program support
- Increased organization's capacity to serve 3,000 youth annually
- Successfully advocated modifications to Aspira Consent Decree on Bilingual Education from the NYC Board of Education

**Director of
Development**

Sept. 1994-Aug. 1996 **Aspira of NY, Inc.** NY, NY

- Designed, Wrote, defended, secured and implemented three Beacon community school centers, doubling agency budget and staff (\$1.2M to \$3.4M, 15 full-time staff to 32 full and 25 part-time staff)
- Designed, Wrote, defended, secured and led a 20-member agency Public Safety AmeriCorps collaboration in the South Bronx
- Led all fund development and external communication efforts resulting in financial contributions from foundations, corporations and individuals

**Deputy
Director/Program
Operations**

Sept. 1992-Aug. 1994 **Aspira of NY, Inc.** NY, NY

- Led and supervised program operations for Youth Leadership, College Readiness, Dropout Prevention and AIDS Awareness programs serving over 1,000 students
- Served as second in-command to the Executive Director

**Executive
Director**

- Sept. 1987-Aug. 1992 **I Have a Dream Foundation, Inc.** NY, NY
- Led and managed day-to-day operations and financial management, raised \$6M in program and operating support to 22 NYC IHAD projects
 - Served as National Director of Support Services growing the number of affiliates to 153 in 27 states
 - Served as NYC Director of Support Services, creating a network of support to 10 NYC IHAD Projects

**Consulting Work,
Speaking
Engagements
and Client
Training**

1987-2009

- New York State Youth Council, topic: Program Design and Planning
- Rockland County Youth Bureau, topic: Hooking and Holding Today's Youth
- The Abell Foundation, training topic: The Mentoring Process
- Johns Hopkins University/Institute for Policy Studies, topic: Student Advocacy
- Brown University, topic: Latino Dropout Rate
- Panel for Americans, training topic: Cultural Sensitivity
- School for Ethical Culture, training topic: Cultural Sensitivity
- East Harlem College and Career Program: Youth Leadership Framework Design
- Coalition for Hispanic Family Services, training topics: Identifying Community Resources, Latin-American Cultural Experience, Self-Esteem and Identity
- Consortium for Pre-College Education in Newark, training topic: The Parent Factor: Assisting Instruction & Counseling
- Bard College: Minorities in Education
- Fordham University/School of Education, topic: Latino Dropouts
- Graphic Communication Arts High School, topic: Symposium on Equity & Justice
- Catholic Interracial Council, Leadership Training/Prejudicial Behavior
- NYS Division for Youth, Keynote Address: Unity in Diversity
- National Puerto Rican Business Council, Keynote Address: Youth & Education
- East Harlem Tutorial Program, Management Consulting
- CNN/Sony Live, topic: Mentoring
- Fox-TV/Good Day NY, topic: Dropout Prevention
- Fox-TV/Good Day NY, topic: Truancy
- CBS-TV/Wall Street Journal Report, topic: Bilingual Education
- Brooklyn Center for the Urban Environment, Organizational Development

Public Relations

**Volunteer
experience
1990-2010**

- AIDS and Adolescents Network of NY, Board Co-Chairperson
- International Youth Leadership Institute, Board Chairperson
- Institute for Puerto Rican Policy, Member
- Coalition of Latinos/Latinas for the Advancement of Visionary Education, Member
- Hispanic Media Advisory Coalition, Member
- Educational Testing Service, Visiting Committee Member
- Hispanic Scholarship Fund, Leadership Committee Member
- International Leadership Charter School, Co-Founder
- Harlem Center for Education, Board Member
- Hispanics in Philanthropy, Member
- NYC Mission Society/CCEP, Advisory Board Member
- Friends of the International Leadership Charter School, Member
- North Star Fund, Community Funding Committee, Member

Awards & Honors

- Assoc. Educational Excellence & Equity Trio Achiever August 1990
- Grand Marshall, Hermanos Hijos de Salinas,
Puerto Rican Day Parade June 1998
- Dr. Antonia Pantoja Bilingual Education Award March 2005
- Godfather/Padrino, Hermanos Hijos de Salinas,
Puerto Rican Day Parade June 2010
- New York Academy for Public Education Induction October 2010

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, **Pam Loeffelman, FAIA** 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.

 9.27.11

Signature

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: Pamela J. Loeffelman, FAIA

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], South Norwalk, CT 06854

Personal E-Mail/Fax: [REDACTED]

Business Address: Perkins Eastman Architects PC, 422 Summer Street, Stamford, CT 06901

Business E-Mail/Fax: p [REDACTED]

Charter School Name: Avance Charter High School

Charter School Address: N/A

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.

I became aware of charter schools in general through a LinkEducation and the New York School Incubator Program. At one of their events, I met Tanya Lewis who is active with the Avance Charter High School.

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

I have been involved in architecture for education for over twenty years. I have increasingly become interested in how policy and planning shape schools. I see this as both an opportunity to serve and well as an opportunity to learn how Board planning and policy shape the outcomes for a school.

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):

As per my attached resume, I have been involved extensively in the planning, programming, design and construction of schools. I believe that place matters, and that facilities can enable. This is particularly true for a school which is focused on leadership develop and community involvement. Schools should and can become pivotal places within the community if planned correctly.

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.

X 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.
X 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.
X 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.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
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.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
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.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

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.

I would work with Board Leadership to rectify the situation in an open and transparent manner.

Educational Philosophy

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

The mission of the school is to prepare students in East Harlem for college through rigorous academics and community outreach and leadership training.

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

The key elements of the education program for Avance Charter High School are:

- College and Career Preparedness
- Academically Rigorous Curriculum
- A Longer School Day and Year
- A Strong School Culture
- Engagement of Stakeholders
- Good Governance

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.

- Understanding of all of the components that will make up a successful charter school: mission, curriculum, board structure, finances, population to be served, and the facility requirements.

Other

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

I believe that every Board member should bring a specific skill set that is complimentary to others on the Board. That every Board Member should understand and respect how these different skill sets can contribute to a sum greater than the parts. That every member should have a basic knowledge of the Board's responsibilities as set forth under the requirements of New York Charter School law.

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 schools, by laws and all of the proposed policies.

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

N/A

Pamela J. Loeffelman,
FAIA, LEED AP

Education:

MBA 1986

University of Connecticut

BArch 1977

VPI&SU

Architectural Design and Implementation:

A 30 year career shaped by working one-on-one with diverse clients in multiple market sectors to best leverage architectural design excellence to add value to people's lives and to promote a sustainable future. A particular focus of the past decade has been on architecture for education which enables students of all ages to be better prepared for the future by providing facilities that support curriculums that incorporate a knowledge focus, lifelong learning and the global work place.

Licensed:

NY, CT, RI, NJ, LA, MA.

K-12: PS 69, New York, NY; Paul Crowley East Bay Met School, Providence, RI*; CREC International Magnet School for Global Citizenship, Hartford, CT*; Concordia International School, Shanghai, China*; Glenville Elementary School, Greenwich, CT*; Connors School, Hoboken, NJ*; Community Health Academy of the Heights, Washington Heights, NY*; Shuang Wen School and Cultural Center, New York, NY*; Elizabeth Seton Pediatric Center/John A Colman School, Yonkers, NY*; Stamford Math and Science Center, Stamford, CT*; Packer Collegiate Institute, Brooklyn, NY and Dillingham Ham, Punahou School, Honolulu, HI.

Perkins Eastman

Stamford, CT ('02-Present)

Higher Ed: Westchester Community College Student Center, Valhalla, NY*; Housatonic Community College Beacon Hall, Bridgeport, CT*; Chinese Academy of Science, Beijing, China*; Eastern Connecticut State University Fine Arts Center Master Plan, Willimantic, CT; Plymouth State University Master Plan, Plymouth, NH*; Central Connecticut State University Student Center, Great Britain, CT; Franciscan University of Steubenville Master Plan and Convocation Center, Steubenville, OH; Yale University Health Services Center Feasibility Study, New Haven, CT; and the David Saul Smith Student Center at Bowdoin College, Brunswick, ME.

Hardy Holzman Pfeiffer

New York, NY ('80-'02)

Civic/Cultural: High Point Theater Feasibility Study, High Point, NC*; National Baseball Hall of Fame, Cooperstown, NY; New York State Historical Association Fenimore Art Museum, Cooperstown, NY; BAM Café and Rose Cinemas, Brooklyn, NY; Virginia Museum of Fine Arts West Wing, Richmond, VA; Los Angeles County Museum of Art Anderson Addition and Times Mirror Central Court, Los Angeles, CA; Pennsylvania Station Redevelopment of the John A. Farley Building Schematic Design, New York, NY; Currier Gallery of Art, Manchester, NH; Amon Carter Master Plan, Fort Worth, TX.

Housing: Metro Green, Stamford, CT*; Brewster Street Condominiums, Bridgeport, CT*; 80 Fair Street, Norwalk, CT*; The Siena (186 East 76th Street) Residential Tower, New York, NY.

Retail/Restaurants: Windows on the World, New York, NY; Bridgemarket, New York, NY; Brasseries 81/2, New York, NY; Equinox, Singapore; Rainbow Room, New York, NY.

Kolb & Stansfield

Seattle, WA ('79-'80)

*Completed at Perkins Eastman Architects

All other projects completed at Hardy Holzman Pfeiffer Associates

**Pa Pamela J. Loeffelman,
FAIA, LEED AP**

Management Capabilities:

Project management experience ranging from the day-to-day management of project budgets and staffing (micro) to firm wide planning and operations (macro) which has always been grounded in collaboration with people to find, leverage and mentor resources for optimum outcomes.

**2008 Elected to
Perkins Eastman
Executive Committee**

Participate in shaping overall annual strategic plan
Co-develop national strategies for key market sectors including K-12 and Higher Ed
Determine strategic initiatives related to geographic growth/health of regional offices
Identify emerging trends and issues that affect practice

Establish long term transition plans for senior leadership
Mentor/recruit the next generation of leadership
Target geographic growth areas for firm expansion

Annual budgeting process for firm wide operations
Review staffing priorities
Participate in budgeting for IT/Training expense to address digital trends

Develop research/publication schedule on emerging issues in relevant practice areas

**2002 Joined Perkins Eastman
Principal and Board Director**

Responsible for staffing/growth of a 30 person office to a 90 person office
Oversee all architectural hires/fires
Perform all annual reviews/promotions for architectural studio
Actively recruit/mentor staff

Oversee contractual matters, including prime contracts, master consultant agreements, work authorization forms, etc.
Monitor overall financial performance of office
Provide oversight in all day to day operations

Lead weekly principals meeting
Provide overall office leadership
Work with committees to establish strategic direction for each group
Deal with all physical plant issues
Intercede on major HR issues

Participate in educational sector initiatives firm wide
Be proactive in appropriate professional organizations
Leverage/market public relation opportunities in the educational sector

**2000 Named Principal
Hardy Holzman Pfeiffer**

Design oversight on all architectural projects
Act as Principal In Charge for all major projects
Foster design culture that supports critical review
Assign in house quality control review at all key milestones

Responsible for setting and achieving annual sales goals
Review projections with all market sector leaders based on existing revenue, penetration/contacts, economy and staffing
Establish/track quarterly implementation plans in conjunction with marketing and architectural staff

Interface with marketing department
Meet weekly to review upcoming deadlines and associated staffing requirements
Provide input and participate in all key proposals, interviews and presentations

Pamela J. Loeffelman,
FAIA, LEED AP

Outreach/Advocacy:

Awareness of the impact of architectural projects on people's lives helped to foster my commitment to give back to the profession in order to broaden not only my understanding of how engage in a national dialogue about trends and benchmarks but to also help shape our built environment. The following summary of professional activities, conferences and publications highlights key advocacy initiatives:

Professional Activities

American Institute of Architects (AIA)

AIA National Vice President 2009-2010; Chair Board Community Committee
AIA Board Knowledge Committee. (2004-2008)
Chair, AIA Committee on Architecture for Education (CAE) 2005
CAE Committee Advisory Group Member (2000-2004)
Secretary, AIANY Board of Directors. (1999-2001)

Subsequent to September 11, 2001 appointed to the 12 person Mayoral Code Commission, New York, New York which resulted in the adoption of an ICC based code, July 7, 2007.

Advisory Group Member for the National Clearinghouse for Education (2006-2010)

North Atlantic Regional Council, Society of College and University Planners (2001-2009)

Served on multiple design juries: AASA (2005), NSBA (2005), Knowledgeworks (2004-2005), SCUP/CAE (initiated awards program 2001-2005) and Learning by Design (2002-2007, 2009)

**Conference Planning
Participation**

Co-Chair for North Atlantic Regional SCUP Conference, New York, NY, "Transformations to Create 21st Century Colleges and Universities", 2009.

Co-Chair for North Atlantic Regional SCUP Conference, Manchester, CT - "Living in a Digital World: How Community Colleges are Making the Connections". 2006

Chaired planning for 2005 CAE Conferences: "Dare to Dream," Washington DC, - Focusing on globalization of learning. Participants included presenters from Great Britain, Finland, and Afghanistan. Forum helped to initiate the dialogue with PEB (Public Education Buildings) And "Implement the Dream," Hartford and New Haven, CT - Focused on the development of state and local community partnerships.

1st AAF Mayor's Institute on School Design - Mayors and Government Officials from the cities of Bridgeport, Connecticut, Manchester, New Hampshire; Oklahoma City, Oklahoma; and St. Louis, Missouri - Participant/Educational Resource team 2005

Planning participant for American Architectural Foundation's (AAF) planning group on "Great Schools by Design" 2004

CAE conference planning committee as part of the CAE Advisory Group for:

"Tipping Point: Transforming the American Learning Environment," Portland, Oregon. 2004; "The 21st Century Academic Village: Living and Learning Together," Charlottesville, Virginia 2004; "Cool Schools: Experiments in Design, Education, and Community," Los Angeles, California. 2003; "Urban and Innovative Schools: The Cultural and Social Role of Educational Architecture," Minneapolis, Minnesota. 2003; "The Classroom: De-evolution, Real or Imagined," Cambridge, Massachusetts. 2002; "Lifelong Learning: Lessons from Business and Culture," Seattle, Washington. 2002; and "Sustainable Schools, Sustainable Communities: A View from the West," San Diego, California. 2001.

Co-chair - North Atlantic Region of SCUP Fall program, "Climbing the Ladder: Improving your Institutional Rating and Ranking," University of Connecticut, Storrs. 2003

Co-chair - CAE conference "Learning Environments that Sustain: A Sustainable Future" (in collaboration with AIA Committee on the Environment), New York, New York, (originally scheduled

in September, the conference was rescheduled one month later to demonstrate the AIA's commitment to New York and the environment).

Organized the Fall CAENY series on "Sustained Learning." Participants included the Board of Education (BOE), the NY School Construction Authority, CAE, and the City University of New York. 2000

Organized the four-part Fall CAENY series - "Innovative Learning Environments." Segments included - "Teaching Trends," "Learning Environments for the Future," "What's Happening with Wireless Technology," and "Sustainable Schools." 1999

Conference Presentations

McGraw Hill's Principal Leadership Design Institute, "Multiple Factors Influencing Education", 2008, New York, NY

SCUP National Conference and North Atlantic Regional Conference, "New Initiatives, New Directions, New Relationships", New York, NY, 2008

Cooper-Hewitt National Design Week, Featured Presenter at the Educator Open House - "School Design that Promotes Learning Environments." 2007

6th International School Building Facilities Congress (CAPCE), San Luis Potosi, Mexico - "Global Planning Models for Educational Facilities of Tomorrow." 2007

CEFPI International Conference, Toronto, Canada - "Multiple Factors Influencing Education and Their Impact on Facilities." 2007

The Finnish National Board of Education Conference, "The Schools of Tomorrow - Learning Environment, Pedagogy, and Architecture (PEB Affiliate), Helsinki, Finland:2006. Session 1: How innovative environments are created in the USA. Session 2: Emerging Trends.

Quinto Congreso Internacional Sobre Desarrollo de Infraestructura Fica Educativa (PEB Affiliate). Zacatecas, Mexico - "The Process of Design." 2006

2006 AIA National Convention, Los Angeles, California - Workshop_ "Innovative Schools/Innovative Communities." 2006

Knowledge Leadership Conference, Akron, Ohio - "Effective Conference Planning for Knowledge Communities." 2005

TSA/CEFPI (Texas Society of Architects) Conference, Austin, Texas - "Emerging Trends in Architecture for Education."

AS&U panel participant on Architecture for Education in Portland, Oregon. 2004

CEFPI Regional Conference in Austin, Texas - "Syntax and Scale" as a follow-up to the CAE Conference in Amsterdam, Netherlands 2001

Co-chaired presentation at the CAE's Conference, Amsterdam, Netherlands - "Syntax and Scale - Innovative Alternatives in Learning Environments" 2000

Publications

"Interior Issues & Wayfinding"/Chapter 14 & 15, Building Type Basics for Elementary and Secondary Schools", 2nd Edition, published by John Wiley & Sons, Inc. 2010 (Contributing Author)

"Push and Pull of Transformations," Learning by Design, A School and University Leaders Annual Guide to Architecture, Issue 16/2007 (Author)

"Spatial Configurations," Introduction to A Design Manual Schools and Kindergartens, published by Birkhauser Publications, 2006 (Author)

Schools of Tomorrow, AS&U Magazine, January 1, 2004 (Interview). (http://asumag.com/mag/university_schools_tomorrow/index3.htm)

"Facilities Planning: Designing for Change," American School & University, May 1, 2001. (Author) http://esumag.com/mag/university_facility_planning_designing

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, Daisy Lopez, (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.

Daisy Lopez

3/25/11

Signature

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: Daisy Lopez (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Woodside, NY 11377

Personal E-Mail/Fax: [REDACTED]

Business Address: 198 Varet Street Brooklyn, NY 11206

Business E-Mail/Fax: [REDACTED]

Charter School Name: Avance Charter High School

Charter School Address: N/A

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

Marketing/Community Support

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

I received information through a general request/email for those seeking to either serve on a current board or become part of a planning team. I had recently joined a Charter Management Organization (Believe High Schools Network) and was interested in the planning stages and overall conception of a school, specifically high school. I saw the important connection between board responsibilities and management and success of our network schools and was interested in applying my background to a planning team requesting a member with marketing and community support experience.

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

I believe a successful charter school has a system of support where each group contributes his or her experience and perspective to create a functioning school. I look forward to bringing my experience and concentration to the marketing and community support to create a school that is innovative, strong, engaged with the community and respected as an option for East Harlem students.

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. X 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. X This does not apply to me. Yes.

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. X This does not apply to me. Yes.

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 X 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.
 X 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.
 X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
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.
 X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
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.
 X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
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.

A conversation would take place where each member would identify how he or she views the mission and goal of the board and school to be and how his or her perspective supports that mission and goal.

Educational Philosophy

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

Avance Charter High School aims to provide East Harlem students with a rigorous academic curriculum to fully prepare students for college careers and post college initiatives. The proper blend of academic, social and emotional support ensures students become successful, responsible and mature adults who wish to remain involved with their community by becoming engaged leaders.

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

Our education program includes the following elements: College and career preparedness, academically rigorous curriculum, extended school day and year, strong school culture, engagement of stakeholders and good governance

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 proactive, strives to learn constantly, financially responsible, gathers support from community and families and appoints leaders who are able to communicate effectively and work towards the overall goal of the charter school without thought to personal agendas and motives. To do so, steps to take include:

Creating a operational system of process for all school activities, creating clear goals and responsibilities for faculty and staff, establishing development and growth opportunities for staff and board members, engaging in constant communication with families concerning school developments, creating a performance review evaluation for board and staff and effectively using and analyzing data to increase student achievement.

Other

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

The board will engage in strategic and collaborative planning to uphold the mission and vision of the charter school. A board member should ensure his or her actions are consistent with the goals agreed upon in the school charter and are consistent with New York state charter rules and regulations. A board member should also be dedicated to lending support to key school leaders as they develop academic and school programs.

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.

N/A

Daisy Lopez

Woodside, New York 11377

Email-

Profile

Motivated professional looking to obtain a position in the nonprofit sector requiring skills in planning, development, and analysis. Skilled at building and maintaining productive relationships to further organization goals with ability to apply expertise in areas of client services and long term strategy management.

Skills Summary

- ◆ Project Management
- ◆ Report Preparation
- ◆ Business Plan Development
- ◆ Budget Development
- ◆ Public Speaking
- ◆ New Partnership Development
- ◆ Long-term Strategic Planning
- ◆ Negotiation
- ◆ Research & Analysis
- ◆ Staff Training/Professional Development
- ◆ Volunteer Development
- ◆ Persuasive Skills, written and verbal

Professional Experience

MANAGEMENT

- ◆ Spearheaded development of programs through planning, implementing, managing, and optimizing media buys for clients across various verticals; B2B, Consumer, Entertainment
- ◆ Analyzed and presented key client issues, opportunities, and goals for development of long term media strategies for clients such as ThomasNet, Pitney Bowes, and Disney
- ◆ Increased monthly client revenue through negotiation of strategic partner relationships
- ◆ Planned to a budget of up to \$300K
- ◆ Supervised a team of 2, involving training and development, quality control, and review processes

DEVELOPMENT

- ◆ Active participant in formulating and presenting persuasive media pitches resulting in a 60% revenue growth
- ◆ Assessed new opportunities and ideas for improved client service and retention programs
- ◆ Achieved increased brand awareness and revenue for various clients utilizing all forms of media; social media applications, widgets, and search marketing
- ◆ Developed and implemented nonprofit online media strategy:
 - ◆ Addressed key objectives of community outreach and fundraising

COMMUNICATION

- ◆ Prepared and presented market research and campaign reports for purpose of formulating actionable client recommendations
- ◆ Presented sale and revenue forecasts based on historical data and industry trends to department heads
- ◆ Facilitated dialogue between sale and account management teams to ensure a seamless management of client's execution across multiple media providers
- ◆ Acted as primary contact to maintain and develop client relationship
- ◆ Provided staff with tutorials for continuous media reach

ORGANIZATION

- ◆ Managed all aspects of day-to-day operations:
 - ◆ Invoicing, data entry, data analysis, media billing, budgeting, projections and contract negotiation

Employment History

TRUE NORTH INC. – New York, NY
Digital Planner/Buyer, 2007-June 2009
TRUE NORTH INC. – New York, NY
Digital Media Coordinator, 2006 to 2007
BEYOND INTERACTIVE. – New York, NY
Assistant Media Planner, 2006 to 2006

Education

Syracuse University, Whitman School of Management, Syracuse, NY
Bachelor of Science in Marketing and Supply Chain Management, January 2006
Syracuse University Division of International Programs Abroad, Madrid Fall 04'

Awards: Dean's Scholarship, Dean's List, Phi Eta Sigma National Honor Society, Regents Scholarship, Our Time Has Come Scholarship, Falcone Center Consulting Certificate

Community Involvement

NY Cares
Make A Wish Foundation Wish Granting and Community Outreach Volunteer
Covenant House, Grant Writing Intern
Reach Out and Read Social Media Intern
Reach Out and Read Youth Leader Executive Board Member

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, Brian Ferguson, 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.

Brian Ferguson

3/29/11

Signature

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: Brian Ferguson
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] St.
Brooklyn, NY 11233

Personal E-Mail/Fax: [REDACTED]@me.com

Business Address: 86-12 35th Avenue
Astoria, NY 11106

Business [REDACTED] E-Mail/Fax:

Charter School Name: Avance Charter High School
Charter School Address: NA

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

General 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.

I was asked by Anthony Lopez to consider contributing my expertise in the start-up of charter schools as he began to develop the idea of Avance Charter High School.

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

I have over 20 years experience as an educator in both public and private schools. I have founded and began two successful charter schools, in Philadelphia and New York City. My commitment to working for the educational opportunities for the youth of New York City, my understanding of excellence in education, my having actually successfully led a NYC charter school for over 10 years gives me a set of skills which will be instrumental in the success of Avance Charter High School.

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

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

This does not apply to me. Yes.

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

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or

rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

The by-laws will give guidance on how to address issues of conflict of interest. The matter should be directly addressed to the board member concerned and then to the President of the Board of Trustees. If not addressed the matter can and should be presented to the authorizer.

Educational Philosophy

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

Avance Charter High School is committed to preparing students to be high school and college graduates with the potential for leadership within their community. The school believes that the each child, notwithstanding their personal and economic circumstances has the potential to be successful academically once given an environment of care and support with adults focused on the academic and social development of child.

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

There are six key design components that inform that educational program of Avance. These key designs include good governance, more time in school—longer school day and year, an academically rigorous curriculum leading to college and career readiness, a strong school culture, and engagement of stakeholders.

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.

Avance's success will be founded on all participants—board of trustees, school leaders, teachers and staff having a keen understanding of the mission of the school and the capacity to create a culture of academic excellence. The board's role will be to create the necessary vision

and accountability mechanism to support the school's leaders and staff to achieve the specified goals.

Other

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

The board members of a public charter school are charged with the fiduciary responsibility of ensuring the viability and sustainability of the school. This obligation includes being ethically responsible in executing the mission of the school through strong governance and accountability, and knowing that the school has legal obligations to fulfill and maintain the trust of the public.

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 , by-laws, and proposed policies.

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

Brian Ferguson

Washington Avenue
New York, NY 10033

Home Phone
Email

EDUCATION

Harvard University Graduate School of Education, EdM. 1997
Concentration in Administration, Planning, and Social Policy

The Johns Hopkins University, BA 1985
Concentration in Analytic and Applied Mathematics and Quantitative Studies

LICENSES & CERTIFICATES

- ◆ Principal, Assistant Principal, and Mathematics Teacher Grades 5-9 and 9-12
- ◆ Certified in New York, Massachusetts, and Pennsylvania
- ◆ Title II Mathematics Problem Solving Inservice Project for Middle School Teachers
Certificate of Completion, State University of New York, College at Old Westbury, 1991

PROFESSIONAL EXPERIENCE

Chief Administrative Officer Our World Neighborhood Charter School 2002- Present
Astoria-Queens, New York

- Initiate creation of short and long term strategic plan for funding, curriculum, and community relations
- Hire, supervise, and evaluate teachers, social workers, and other staff
- Prepare reports and systems for state inspection of educational and support services
- Write grants and fund-raised approximately \$700,000 in first two years
- Creating a Middle School program—finding real estate, designing program
- Develop marketing strategy
- Lead program to high level of student achievement on all New York State examinations

Principal The Family Charter School 2001-2002
Philadelphia, Pennsylvania

- Planned programs for Parent Involvement
- Develop technology and professional development plan
- Align curriculum and assessment tools with local and state standards
- Hire, supervise, and evaluate teachers, social workers, and other staff
- Prepare reports and systems for state inspection of educational and support services
- Redesigned special education procedures to bring into compliance with Federal regulations
- Transition the day to day operation during a phase of relocation and construction

Assistant Headmaster Buckley Country Day School 1997-2001
Head of Upper School Roslyn, New York

- ◆ Lead the development of strategic plan for technology
- ◆ Collaborated with Director of Development on presentation of case for capital campaign
- ◆ Solicited funds for capital campaign—The Future is Now
- ◆ Support Development Office with information and through attendance of fund-raising events
- ◆ Served and led committees on technology, community service, cultural arts, and other curricular issues
- ◆ Present regular updates to Board of Trustees on curriculum and educational issues
- ◆ Created mentoring programs and collegial circles for faculty development
- ◆ Began process of integrating Reading, Writing, History, and Art program in 5th and 6th grades

Intern **Brookline High School** **1996-1997**
Brookline, MA

- ◆ Analyzed Time and Learning initiative and proposed new schedules for budget, teacher contracts, and programs
- ◆ Developed and wrote guidelines for planning and implementing a capital campaign to create an education endowment
- ◆ Spearheaded Inclusion Committee--integrating special education students into regular classroom
- ◆ Served as liaison between African-American Parents' Committee and Principal
- ◆ Wrote faculty evaluation reports for several departments

Dean **Fieldston School** **1991-1996**
Mathematics Teacher **Riverdale, NY**

- ◆ Organized and implemented fund-raising initiatives in coordination with Development Office for Alumni events
- ◆ Supervised and evaluated faculty members, College Counselor and Director of Student Affairs
- ◆ Served on Executive Committee for faculty tenure and contracts. Arbitrated conflict resolution
- ◆ Monitored academic progress and provided guidance for course selection and graduation requirements
- ◆ Helped students build scholastic records resulting in high acceptance to Ivy League Universities
- ◆ Created a disciplinary committee with students leading to positive changes in discipline and communal civility
- ◆ Taught Precalculus, Calculus, Geometry, Algebra II & Trigonometry

Mathematics Teacher **Portledge School** **1986-1991**
Head of Performing Arts **Locust Valley, NY**

- ◆ Developed and implemented curricular changes leading to higher achievement in Mathematics
- ◆ Taught Math 7, Pre-Algebra, Geometry, Algebra I & II
- ◆ Served as member Curriculum and Admissions committee.
- ◆ Guided and counseled students on academic and social issues as 7th Grade Advisor.
- ◆ Directed and produced Middle and Upper School plays
- ◆ Coordinated work of Music teacher. Improved Choral program by demonstrating need and guidelines.

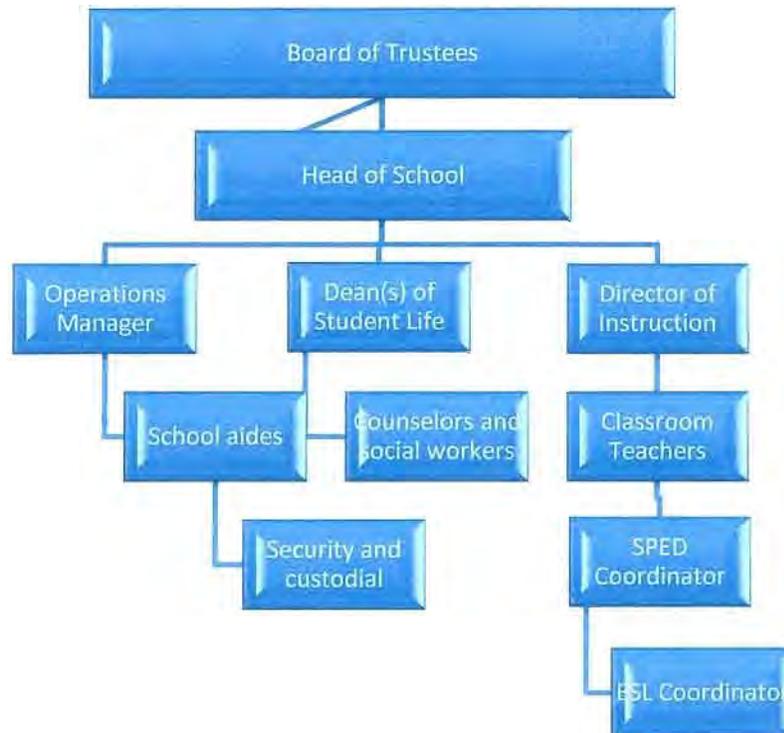
CURRICULUM & PROFESSIONAL DEVELOPMENT

- ◆ Co-developed Pre-Calculus curriculum and use of graphing calculators across disciplines, improved scores on SATI and SATII, and prepared students for AP Calculus courses
- ◆ Developed and trained faculty in AIDS education curriculum
- ◆ Created Senior Apprenticeship Program--experiential independent work-study
- ◆ Developed and enhanced community service program
- ◆ Spearheaded curricular review leading to an Integrated curriculum
- ◆ Developed a short range and long range school Crisis Plan

MEMBERSHIPS, AWARDS, & CONFERENCES

- Member of Harvard Chapter of Phi Delta Kappa
- Council for Advancement and Support of Education

Attachment 10: ACHS Organizational Chart



Head of school would have three direct reports to represent each of the three, school-based constituencies. This is intended to streamline decision-making and guarantee that every person related to the school has only one degree of separation from the Head of School.

1. Operations Manager supervises all “other staff”
2. Director of Instruction supervises all teaching staff
3. Dean(s) of student life is responsible for guidance counselors, students, and families
In the spirit of creating a school-based family structure, ACHS would like to assign a team consisting of one Dean of student life and one counselor to grades 9/10 and 11/12 respectively. The pair would help organize and support the advisory structure and be the direct contact for families seeking information or expressing concerns. Also, when a student is in trouble this pair would make sure that the student receives the therapeutic support they may require.

Attachment 11: ACHS Key Position Descriptions

Avance Charter High School shall ensure that all personnel meet any applicable teacher certification requirements and obtain clearance from the State Education Department following a fingerprint-supported criminal background check in accordance with Article 56 of the Education law and other applicable law. It shall be the responsibility of the Operations Manager, overseen by the Head of School, to ensure compliance with requirements for certification and fingerprint-supported background checks.

Outlined on the following pages are the qualifications the school seeks in candidates for the Head of School, teachers, and other school employees. A single individual may assume the responsibilities of multiple positions, which especially may be appropriate in the initial years of the school's operation.

HEAD OF SCHOOL

Responsibilities

- Provide leadership and direction to staff (including operations manager, director of instruction, other administrative staff, consultants, administrative assistant, and all teachers);
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff; except that such action with respect to the Director of Instruction and Operations Manager positions shall be subject to review and/or approval by the Board of Trustees;
- Administer scheduling, enrollment and curriculum;
- Serve as liaison to the Board of Trustees, including providing formal and informal reports to the Board and charter entity;
- Prepare materials in conjunction with Operations Manager for Board meetings, including student academic achievement data on based on comparative and longitudinal measures;
- Implement and follow policies and procedures;
- Provide a safe environment for learning;
- Ensure proper budgeting, accounting, auditing, and financial planning.

Qualifications

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board;
- Demonstrated successful teaching experience and other school roles, preferred in an urban education setting serving all-girls;
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals;
- Agreement with and commitment to the academic goals and philosophy of the charter school, particularly the single-sex, all-female high school model;
- Demonstrated willingness to implement merit pay approach for teachers;
- Commitment to accountability, including a rigorous student testing regime;
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals;
- Demonstrated success in encouraging parental involvement.

DIRECTOR OF INSTRUCTION

Responsibilities

- Supervise the consistent and fair administration and tracking of student conduct and discipline;
- Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently, and updating and implementing the required annual school safety report;
- Administer student attendance and recordkeeping;
- Assist in administration of scheduling and standardized assessments;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Assist in making formal reports to the board of trustees and charter entity on student conduct, performance, school safety and related matters;
- Implement and follow policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement;
- Ensure and implement classroom management and other faculty and staff development related to school culture and consistent enforcement of student discipline;
- Organize school events including open houses and parent conferences;
- Undertake administrative and instructional duties as the principal may assign.

Qualifications

- BA/BS degree or graduate degree;
- Administrative certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in after school programs, and mentorships);
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement

DEAN of STUDENT LIFE

Responsibilities:

Manage student supervision issues and enforce school behavioral expectations.

- Counsel students and parents about school and district policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Assist in developing programs to promote positive student behavior as well as intervention strategies.
- Coordinate alternative education placement for students.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Assist in the writing of grants that are related to student management.
- Develop appropriate drug and alcohol intervention and interdiction strategies.
- Assist in monitoring student prevention and retention staff.
- Assist in monitoring and supervision of school facilities.
- Provide supervision at extra-curricular and athletic events.
- Other duties as assigned

Qualifications:

- Experience Required: Three years' successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
- Attendance Requirement: Regular attendance is necessary and is an essential to meeting the expectations of the job functions.
- Skills, Knowledge and/or Abilities Required:

Skills to manage students and programs, communicate effectively, problem solve.

Knowledge of discipline procedures, education code, school policies.

Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/ fingering, talking/hearing conversations, near visual acuity/visual accommodation.

Licenses, Certifications, Bonding, and/or Testing Required: MA Degree; Valid NYS teaching and/or administrative license (preferred); Valid Driver's License and evidence of insurability; Criminal Justice Fingerprint and Background Clearance;

OPERATIONS MANAGER

Responsibilities

- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, etc.;
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.;
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies;
- Prepare materials in conjunction with the Head of School for board meetings;
- Implement fingerprint-supported background checks and teaching certification of all applicable employees;
- Serve as liaison to board finance committee and treasurer of the board.

Qualifications

- BA/BS degree in related field or graduate degree;
- Demonstrated organizational skills;
- Demonstrated ability in data management and presentation;
- Prior experience in an operations manager position

TEACHERS

Responsibilities

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare monthly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;

- Engage in effective and appropriate classroom management;
- Serve as advisors to students;
- Report directly to the principal;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the principal.

Qualifications

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York’s charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements including the federal Elementary and Secondary Education Act, as amended;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of high school-age children;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement; and
- Demonstrated willingness to be held accountable for student results

SPECIAL EDUCATION COORDINATOR & SPECIAL EDUCATION TEACHER

Responsibilities

- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students’ progress;
- Teach a multi-model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Report to the Principal;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;
- Remain current on rules set forth in special education law and regulations (Coordinator position only);
- Maintain privacy of student records and information (Coordinator position only);
- Serve as primary liaison with CSE of students’ district of residence (Coordinator position only).

Qualifications

- Appropriate state certification as a special education teacher and any other credentialing required and applicable;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;

- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member;
- Demonstrated administrative or organizational ability (Coordinator position only).

GUIDANCE COUNSELOR/GRADE ADVISOR

Responsibilities

- Provide academic and career counseling.
- Assist students and faculty with student PSAT/SAT preparation, financial aid and completion of college applications and essays.
- Organize and attend college tours and fairs.
- Establish rapport with colleges and universities, particularly with college admission offices.
- Facilitate workshops and seminars.
- Track and analyze college data and profiles.
- Serve as liaison to parents and facilitate parent education and involvement.
- Establish and supervise student leadership/service placements with internship and partner organizations.
- Work with Director of Instruction to serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;

Qualifications

- BA/BS degree in education, counseling or related field.
- Demonstrated experience working with under-served or at-risk students.
- Demonstrated strong oral and written communication skills.
- Ability and willingness to travel.
- Demonstrated ability to exhibit strong interpersonal skills with students, parents and administrators.
- Demonstrated ability to facilitate workshops.

OFFICE MANAGER

Responsibilities

- Manages principal's schedule, including meetings and travel arrangements
- Maintaining attendance records;
- Assisting in purchasing, transportation, travel arrangements, and field trips;
- Performing scheduling duties;
- Collecting data required for the preparation of reports to the charter entity and other appropriate bodies;
- Answering phones;
- Welcoming parents, children, and guests to the school;
- Coordinating mailings and copying;
- Reports director to Principal and supports administrative staff;
- Other duties, as assigned.

Qualifications

- High school diploma or higher degree;

- Demonstrated organizational skills;
- Prior experience in an administrative assistant position;
- Demonstrated ability to relate well to adults and children.

SCHOOL AIDE

Responsibilities:

- Manages all correspondence, including proofreading/editing and drafting; tracks mail
- Performs many human-resource functions, including the following: tracking resumes and sending appropriate correspondence; scheduling candidate interviews; drafting teacher contracts; tracking time and attendance.
- Schedules on-site observations.
- Responds to requests from faculty and serves as principal's liaison
- Provides regular updates to Web editor.
- Serves as backup for the front desk.

Qualifications:

- High school diploma or higher degree;
- Demonstrated organizational skills;
- Prior experience in an administrative assistant position;
- Demonstrated ability to relate well to adults and children.

**Avance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

Total Revenue	265,000	
Total Expenses	193,300	
Net Income	73,700	
Actual Student Enrollment	125	
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 (New York City)	125	
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	125	
REVENUE PER PUPIL	2,120	
EXPENSES PER PUPIL	1,530	

DESCRIPTION OF ASSUMPTIONS

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

	265,000	191,300	73,700	125	START-UP PERIOD	DESCRIPTION OF ASSUMPTIONS
Total Revenue						
Total Expenses						
Net Income						
Actual Student Enrollment						
Total Paid Student Enrollment						
Special Ed Supplies & Materials						
Textbooks / Workbooks						
Supplies & Materials other	5,000					Professional Development Materials and Supplies
Equipment / Furniture	5,000					Desks, chairs, cabinets, etc.
Telephone	3,900					\$2,400 for Telephone for six months and \$1,500 phone installation
Technology	10,500					Hardware and Software for School Administration
Student Testing & Assessment	5,000					Diagnostic tests
Field Trips	-					
Transportation (student)	-					
Student Services - other	-					
Office Expense	3,000					Office and general supplies
Staff Development	5,000					Retainers for PD consultants
Staff Recruitment	10,000					Need to identify qualified, certified high school teachers
Student Recruitment/ Marketing	5,000					Brochures/open house
School Meals / Lunch	-					
Travel (Staff)	2,500					Conferences and School Visits
Fundraising	2,000					Promotion, Space Rental and Entertainment
Other	1,000					Miscellaneous Expenses
TOTAL SCHOOL OPERATIONS						
FACILITY OPERATION & MAINTENANCE						
Insurance	5,000					Liability Insurance
Janitorial	-					
Building and Land Rent / Lease	21,400					Lease Deposit, Architectural Designs
Repairs & Maintenance	-					
Equipment / Furniture	-					
Security	-					
Utilities	-					
TOTAL FACILITY OPERATION & MAINTENANCE						
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
TOTAL EXPENSES						
NET INCOME						

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

		START-UP PERIOD	
Total Revenue	265,000		
Total Expenses	191,300		
Net Income	73,700		
Actual Student Enrollment	125		
Total Paid Student Enrollment	-		
			DESCRIPTION OF ASSUMPTIONS

REVENUE
REVENUES FROM STATE SOURCES

Per Pupil Revenue		CY Per Pupil Rate
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (New York City)	13,527	
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)	13,527	
Special Education Revenue		
Grants		
Stimulus		
DYCD (Department of Youth and Community Development)		
Other		
Other		

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	-
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	250,000

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	15,000
Estate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	265,000

TOTAL REVENUE

265,000

Walton Family Foundation Planning & Implementation Grant
Board Fundraising

**Advance Charter High School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

Total Revenue	44,166	44,166	44,167	44,167	44,167	44,167	265,000
Total Expenses	39,166	39,166	35,035	36,468	37,549	38,716	226,100
Net Income	5,000	5,000	9,132	7,699	6,618	5,451	38,900
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	5,000	5,000	9,132	7,699	6,618	5,451	38,900

**REVENUE
REVENUES FROM STATE SOURCES**

Per Pupil Revenue	January	February	March	April	May	June	TOTAL
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (New York City)	-	-	-	-	-	-	-
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 Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING	-	-	-	-	-	-	-
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE	41,666	41,666	41,667	41,667	41,667	41,667	250,000
Contributions and Donations	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Fundraising	-	-	-	-	-	-	-
Estate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	44,166	44,166	44,167	44,167	44,167	44,167	265,000
TOTAL REVENUE	44,166	44,166	44,167	44,167	44,167	44,167	265,000

Advance Charter High School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

	January	February	March	April	May	June	TOTAL
Total Revenue	44,166	44,166	44,167	44,167	44,167	44,167	265,000
Total Expenses	39,166	39,166	35,035	36,468	37,549	38,716	226,100
Net Income	5,000	5,000	9,132	7,699	6,618	5,451	38,900
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	5,000	5,000	9,132	7,699	6,618	5,451	38,900
Net Income	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	5,000	5,000	9,132	7,699	6,618	5,451	38,900
FACILITY OPERATION & MAINTENANCE							
Insurance	7,483	11,649	7,734	8,567	250	250	57,900
Janitorial	5,000	-	-	-	-	-	5,000
Building and Land Rent / Lease	3,351	3,185	3,966	3,566	3,566	3,566	21,200
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	8,351	3,185	3,966	3,566	3,566	3,566	26,200
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	39,166	39,166	35,035	36,468	37,549	38,716	226,100
NET INCOME	5,000	5,000	9,132	7,699	6,618	5,451	38,900
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	5,000	5,000	9,132	7,699	6,618	5,451	38,900
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	5,000	5,000	9,132	7,699	6,618	5,451	38,900

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

	PROGRAM SERVICES					SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	TOTAL		
Total Revenue	1,295,353	304,285	75,000	25,000	575,567	2,275,206			
Total Expenses	1,295,353	304,285	75,000	2,500	575,567	2,252,705			
Net Income	0	0	-	22,500	-	22,500			
Actual Student Enrollment	109	16				125			
Total Paid Student Enrollment	1,690,875					1,690,875			
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 (New York City)	13,527	99,426	75,000	-	397,304	1,690,875	125 Students @ current per pupil rate		
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	13,527	99,426	75,000	-	397,304	1,690,875			
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	99,426	75,000	-	397,304	1,690,875			
Special Education Revenue		166,240	-	-	-	166,240	13% or 16 students at current rate \$10390		
Grants		-	-	-	-	-	-	-	
Stimulus		-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	98,500	98,500		
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	1,119,145	285,666	75,000	-	495,804	1,955,615			
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL FUNDING		29,872	-	-	-	29,872	\$1867 at 16 students		
IDEA Special Needs		58,000	-	-	-	58,000	80% or 100 students x \$580		
Title I		58,541	8,747	0	-	67,288	Food program reimbursement		
Title Funding - Other		-	-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	-	
Grants		-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	116,541	38,619	-	-	-	155,160			
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER REVENUE	25,000	-	-	25,000	62,860	112,860	2 Board Fundraisers per Year		
Local and OTHER REVENUE		-	-	-	-	-	-	-	
Contributions and Donations		-	-	-	-	-	-	-	
Fundraising		34,668	-	-	17,083	51,751	Reimbursement for technology costs		
Estate Reimbursement		-	-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	-	
OTHER	59,668	-	-	25,000	79,763	164,431			
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,295,353	304,285	75,000	25,000	575,567	2,275,206			

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,295,353	304,285	75,000	25,000	575,567	2,275,206
Total Expenses	1,295,353	304,285	75,000	2,500	575,567	2,252,705
Net Income	0	0	-	22,500	-	22,500
Actual Student Enrollment	109	16				125
Total Paid Student Enrollment	1,690,875					1,690,875

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions					
Executive Management	1.00	-	9,360	-	-	125,000
Instructional Management	1.00	62,640	-	-	-	18,000
Deans, Directors & Coordinators	1.00	30,000	10,000	-	-	20,000
CFO / Director of Finance	1.00	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	85,000
Administrative Staff	1.00	92,640	19,360	-	-	40,000
TOTAL ADMINISTRATIVE STAFF	5.00					288,000

Ades and adminstratff will reduce the actually duties to be accomplished

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	6.00	362,000	-	-	-	-
Teachers - SPED	1.00	-	57,500	-	-	-
Substitute Teachers	1.00	45,000	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	75,000	-	-	-	-
Ades	3.00	60,000	-	-	-	-
Therapists & Counselors	1.00	-	30,000	-	-	-
Other	-	-	-	60,000	-	-
TOTAL INSTRUCTIONAL	13.00	542,000	87,500	60,000	-	689,500

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	1.00	20,880	-	-	-	9,120
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	20,880	-	-	-	9,120

SUBTOTAL PERSONNEL SERVICE COSTS

	19.00	655,520	106,860	60,000	-	297,120
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	65,552	13,215	6,000	-	29,712
Fringe / Employee Benefits	-	98,328	19,820	9,000	-	44,568
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	163,880	33,034	15,000	-	74,280

TOTAL PERSONNEL SERVICE COSTS

	19.00	819,400	139,894	75,000	-	371,400
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CONTRACTED SERVICES

Accounting / Audit	-	26,796	4,004	-	-	9,200
Legal	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	67,241	10,047	-	-	-
Food Service / School Lunch	-	3,350	500	-	-	1,150
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Itemrent Services (i.e. The I)	-	28,806	4,304	-	-	9,690
Other Purchased / Professional/Consulting	-	126,192	18,856	-	-	20,240
TOTAL CONTRACTED SERVICES	-	288,000	33,034	15,000	-	143,000

Includes professional development, technology and other services

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	28,275	4,225	-	-	5,000
Special Ed Supplies & Materials	-	-	-	-	-	32,500
Textbooks / Workbooks	-	21,750	3,250	-	-	25,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	5,024	751	-	-	25,000
Telephone	-	-	-	-	-	7,500
Technology	-	13,050	1,950	-	-	50,000
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	5,000	-	-	5,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	30,000

Estimated food program cost

**Avance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	1,295,353	304,285	75,000	25,000	575,567	2,275,206
Total Expenses	1,295,353	304,285	75,000	2,500	575,567	2,252,705
Net Income	0	0	-	22,500	-	22,500
Actual Student Enrollment	109	16	-	-	-	125
Total Paid Student Enrollment	1,690,875	-	-	-	-	1,690,875
PROGRAM SERVICES						
Staff Development	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	5,000	5,000
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	2,500	-	2,500
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	68,099	15,176	-	2,500	116,725	202,500
FACILITY OPERATION & MAINTENANCE						
Insurance	5,100	700	-	-	1,200	7,000
Janitorial	13,398	-	-	-	66,002	79,400
Building and Land Rent / Lease	226,091	111,409	-	-	-	337,500
Repairs & Maintenance	10,000	4,000	-	-	-	14,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	22,072	14,250	-	-	-	41,322
TOTAL FACILITY OPERATION & MAINTENANCE	281,662	130,359	-	-	67,202	479,223
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
TOTAL EXPENSES	1,295,353	304,285	75,000	2,500	575,567	2,252,705
NET INCOME	0	0	-	22,500	-	22,500

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,295,353	304,285	75,000	25,000	575,567	2,275,206
Total Expenses	1,295,353	304,285	75,000	2,500	575,567	2,252,705
Net Income	0	0	-	22,500	-	22,500
Actual Student Enrollment	109	16	-	-	-	125
Total Paid Student Enrollment	1,690,875	-	-	-	-	1,690,875

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

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)	109	16	-	-	-	125
School District 4 (New York City)	-	-	-	-	-	-
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	109	16	-	-	-	125
TOTAL ENROLLMENT	11,884	19,018	-	-	-	18,202

REVENUE PER PUPIL	11,884	19,018	-	-	-	18,202
EXPENSES PER PUPIL	11,884	19,018	-	-	-	18,022

**Advance Charter High School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	324,899	43,087	331,628	49,816	331,628	49,816	331,629	49,816	331,629	49,816	331,629	49,816	2,275,205
Total Expenses	181,285	181,285	189,014	189,014	189,014	189,014	189,014	189,014	189,014	189,014	189,014	189,014	2,252,705
Net Income	143,614	(138,198)	142,614	(139,198)	142,614	(139,198)	142,615	(139,198)	142,615	(139,198)	142,615	(139,198)	22,500
Cash Flow Adjustments													
Beginning Cash Balance	-	143,614	5,416	148,030	8,832	151,447	12,249	154,864	15,666	158,281	19,083	161,698	161,698
Net Income	143,614	5,416	148,030	8,832	151,447	12,249	154,864	15,666	158,281	19,083	161,698	22,500	22,500
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 (New York City)													
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)	13,527												
Special Education Revenue	281,812		281,812		281,812		281,813		281,813		281,813		1,690,875
Grants	13,853	13,853	13,853	13,853	13,853	13,853	13,853	13,853	13,853	13,853	13,853	13,853	166,240
Stimulus													
DYCD (Department of Youth and Community Development)	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	8,208	98,500
Other													
TOTAL REVENUE FROM STATE SOURCES	303,874	22,062	303,874	22,062	303,874	22,062	303,875	22,062	303,875	22,062	303,875	22,062	1,955,615
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	29,872
Title I	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000
Title Funding - Other													
School Food Service (Free Lunch)			6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	6,729	67,288
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES	7,323	7,323	14,051	14,051	14,051	14,051	14,051	14,051	14,051	14,051	14,051	14,051	155,160
LOCAL and OTHER REVENUE													
Contributions and Donations	9,390	9,390	9,390	9,390	9,390	9,390	9,390	9,390	9,390	9,390	9,390	9,390	112,680
Fundraising													
Estate Reimbursement	4,313	4,313	4,313	4,313	4,313	4,313	4,313	4,313	4,313	4,313	4,313	4,313	51,751
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Text Book													
OTHER													
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	13,703	13,703	13,703	13,703	13,703	13,703	13,703	13,703	13,703	13,703	13,703	13,703	164,431
TOTAL REVENUE	324,899	43,087	331,628	49,816	331,628	49,816	331,629	49,816	331,629	49,816	331,629	49,816	2,275,205

* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab 4.) Year Budget & Assumptions.

**Advance Charter High 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	2,275,206	3,790,263	5,792,595	7,573,328	7,911,178
Total Expenses	2,252,705	3,366,658	5,196,195	5,954,328	6,247,297
Net Income (Before Cash Flow Adjustments)	22,500	423,605	596,401	1,619,000	1,663,881
Actual Student Enrollment	125	225	345	460	480
Total Paid Student Enrollment					

REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-13	2013-14	2014-15	2015-16	2016-17
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
Per Pupil Revenue Percentage Increase					
	0.0%	0.0%	1.5%	0.0%	1.5%

REVENUES FROM STATE SOURCES	CV Per Pupil Rate	Year 1	Year 2	Year 3	Year 4	Year 5	DESCRIPTION OF ASSUMPTIONS
		2012-13	2013-14	2014-15	2015-16	2016-17	
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (New York City)	13.527						
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		1,690,875	3,043,575	4,666,815	6,222,420	6,492,960	
Special Education Revenue		166,240	332,480	474,563	632,760	663,648	Outer years 13% per pupil enrollment at \$10,390 per child
Grants		-	-	-	-	-	
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		98,500	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,955,615	3,376,055	5,141,378	6,855,180	7,156,608	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		29,872	54,610	83,735	111,647	116,501	\$1,867 at 16 students
Title I		58,000	104,400	160,080	213,440	222,720	80% of students x \$580
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		67,288	131,884	185,715	247,620	258,386	No change in rate - Increase by same rate according to # of students
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		155,160	290,894	429,530	572,706	597,607	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		112,880	118,314	124,230	130,441	136,963	Increase by 5% annually
Estate Reimbursement		-	5,000	10,000	15,000	20,000	Anticipated increase by \$5,000 each year for first 5yrs
Earnings on Investments		51,751	-	87,458	-	-	Estate collectible within 5 year period
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		164,431	123,314	221,687	145,441	156,963	
TOTAL REVENUE		2,225,206	3,790,263	5,792,595	7,573,328	7,911,178	

**Advance Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

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

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	
Total Revenue	2,275,206	3,790,263	5,792,595	7,573,328	7,911,178	
Total Expenses	2,252,705	3,366,658	5,196,195	6,954,328	6,247,297	
Net Income (Before Cash Flow Adjustments)	22,500	423,605	596,401	1,619,000	1,663,881	
Actual Student Enrollment	125	225	345	460	480	
Total Paid Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	125,000	130,000	135,200	140,608	146,232	4% Increase each year
Instructional Management	90,000	93,600	194,688	202,476	210,575	4% Increase Yr2 and Increase in staff year 3 and same increase 4%
Deans, Directors & Coordinators	60,000	62,400	129,792	134,994	140,383	4% Increase Yr2 and Increase in staff year 3 and same increase 4%
CFO / Director of Finance	-	-	91,936	95,613	99,438	4% Increase each year
Operation / Business Manager	1,000	88,400	86,528	89,989	93,588	4% Increase Yr2 and increase in staff year 3 and same increase 4%
Administrative Staff	40,000	41,600	638,144	883,870	690,217	
TOTAL ADMINISTRATIVE STAFF	500	400,000	416,000	638,144	883,870	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6,000	362,000	1,305,131	1,425,203	1,482,211	4% Increase each year staff increase by 7 2nd and 3rd yr & by 1, 4th yr
Teachers - SPED	1,000	57,600	186,576	258,719	269,067	4% Increase each year staff inc by 1, 2nd yr, 2 3rd yr & by 2, 4th yr
Substitute Teachers	1,000	45,000	97,344	151,857	157,931	4% Increase each year and staff increase of 1 for years 2 and 4
Teaching Assistants	-	-	243,360	253,094	263,218	4% Increase each year staff inc of 1 for 2nd and 3rd yrs
Specialty Teachers	1,000	75,000	97,344	101,238	105,287	4% Increase each year
Aides	3,000	90,000	129,792	134,994	140,383	4% Increase each year increased of 1 in yr 3
Therapists & Counselors	1,000	60,000	62,400	62,400	62,400	
TOTAL INSTRUCTIONAL	13,000	688,500	2,058,547	2,325,084	2,418,098	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	1,000	30,000	62,400	97,344	134,984	4% Increase each year, staff increase of 1 for yrs 1 - 4
Other	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1,000	30,000	62,400	97,344	134,984	
SUBTOTAL PERSONNEL SERVICE COSTS	19,000	1,119,500	2,795,035	3,123,747	3,248,697	
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	114,479	181,931	279,503	312,375	324,870	Estimated at 10% of Personnel Service Cost
Fringe / Employee Benefits	171,716	272,896	419,255	468,562	487,305	Estimated at 15% of Personnel Service Cost
Retirement / Pension	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	286,194	454,827	698,759	780,937	812,174	
TOTAL PERSONNEL SERVICE COSTS						
	1,405,694	2,274,133	3,493,793	3,904,684	4,060,872	
CONTRACTED SERVICES						
Accounting / Audit	40,000	42,000	44,100	46,305	48,620	5% Increase in expenditure
Legal	-	10,000	10,500	11,025	11,576	5% Increase in expenditure
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	77,288	154,576	231,864	309,152	324,610	100% Increase of first yr, years 2 - 4 years then 5% yr 5
Payroll Services	5,000	7,850	10,048	11,053	11,605	57% Yr1, 28% Yr3 and 10% Yr4 according to staff increase and 5% Yr 5
Special Ed Services	-	-	-	-	-	
Tillement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	43,000	45,150	47,408	49,778	52,267	5% Increase in expenditure
TOTAL CONTRACTED SERVICES	165,288	259,576	343,920	427,313	448,678	

**Advance Charter High 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

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	
Total Revenue	2,275,206	3,790,263	5,792,995	7,573,328	7,911,178	
Total Expenses	2,252,705	3,366,658	5,196,195	5,954,328	6,247,297	
Net Income (Before Cash Flow Adjustments)	22,500	423,605	596,801	1,619,000	1,663,881	
Actual Student Enrollment	125	225	345	460	480	
Total Paid Student Enrollment	-	-	-	-	-	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,250	5,513	5,788	6,078	5% Increase in expenditure
Classroom / Teaching Supplies & Materials	32,500	48,750	73,125	109,688	115,172	50% Increase in expenditure up to yr 4, then 5%
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	25,000	31,500	42,250	54,925	57,671	30% Increase for yr 2 to 4 and 5% yr 5
Supplies & Materials other	-	-	-	-	-	30% Increase for yr 2 to 4 and 5% yr 5
Equipment / Furniture	25,000	43,750	76,563	133,984	167,480	75% Increase for yr 2 to 4 and 25% yr 5
Telephone	7,500	9,750	12,675	16,478	17,301	30% Increase for yr 2 to 4 and 5% yr 5
Technology	50,000	65,000	84,500	109,850	115,343	30% Increase for yr 2 to 4 and 5% yr 5
Student Testing & Assessment	15,000	19,500	25,350	32,955	34,603	30% Increase for yr 2 to 4 and 5% yr 5
Field Trips	-	-	-	-	-	
Transportation (student)	5,000	6,500	8,450	10,985	11,534	30% Increase for yr 2 to 4 and 5% yr 5
Student Services - other	-	-	-	-	-	
Office Expense	30,000	45,000	67,500	101,250	106,313	50% Increase in expenditure up to yr 4, then 5%
Staff Development	-	-	-	-	-	30% Increase for yr 2 to 4 and 5% yr 5
Staff Recruitment	5,000	6,500	8,450	10,985	11,534	30% Increase for yr 2 to 4 and 5% yr 5
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	2,500	2,625	2,756	2,894	3,039	5% Increase in expenditure
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	202,500	285,125	407,131	589,782	646,068	
FACILITY OPERATION & MAINTENANCE						
Insurance	7,000	12,250	21,438	37,516	46,895	75% Increase for yr 2 to 4 and 25% yr 5
Janitorial	79,400	103,220	134,186	174,442	183,164	30% Increase for yr 2 to 4 and 5% yr 5
Building and Land Rent / Lease	337,500	337,500	675,000	675,000	708,750	Constant for yr 2, then double for yr 3 and 4 then 5% increase for yr 5
Repairs & Maintenance	14,000	18,200	23,660	30,758	32,296	30% Increase for yr 2 to 4 and 5% yr 5
Equipment / Furniture	-	25,000	32,500	34,125	35,831	30% Increase for yr 3 to 4 and 5% yr 5
Security	-	-	-	-	-	
Utilities	41,323	51,654	64,567	80,709	84,744	30% Increase for yr 2 to 4 and 5% yr 5
TOTAL FACILITY OPERATION & MAINTENANCE	479,223	547,824	951,351	1,032,549	1,091,680	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	
TOTAL EXPENSES	2,252,705	3,366,658	5,196,195	5,954,328	6,247,297	
NET INCOME	22,500	423,605	596,801	1,619,000	1,663,881	



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Wakiyah Arraras		[REDACTED]		7 th Grade
2. Leslie F. Vega		[REDACTED]		7
3. Anne Rodriguez		[REDACTED]		7
4. Valerie Wilson		[REDACTED]	CPEI	PK, 1, 3, 7
5. Jeanne Gardner		[REDACTED]	Disty	PK, 7
6. Theresa Brown		[REDACTED]		7
7. Andrea Goff		[REDACTED]		7
8. Cynthia Garner		[REDACTED]	Paradise Marquez	7th grade
9. Nekoya Brown		[REDACTED]		7
10.		[REDACTED]		7

* All 7th grade students who will be in the 9th grade in 2012



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1. Unique Wilson	[Redacted]	[Redacted]	A.J. Wilson-Fisher	8 th grade
2. Tananda Beets	[Redacted]	[Redacted]	Alexis White (4)	9 th grade
3. Ethel Cummins	[Redacted]	[Redacted]	Madison Guzband	7
4. Charles White	[Redacted]	[Redacted]	Jesha Whiteley	7
5. Lisa Tucker	[Redacted]	[Redacted]	Chance Robinson	7
6. Anthony Barnes	[Redacted]	[Redacted]	Elijah Walsh	7
7. Jitapa Wigfall	[Redacted]	[Redacted]	Davonte Wigfall	7
8. Shonora Jones	[Redacted]	[Redacted]	Shonora Jones	7
9. Remy Williams	[Redacted]	[Redacted]	Remy Williams	7
10. Roberto Cruz	[Redacted]	[Redacted]	Remy Williams	7

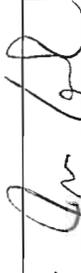
Current 7th grade students who will be in the 9th grade in 2012 @



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

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Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ■ Our school as an anchor institution in the community that drives local educational and economic development; ■ Our parents as partners to create a culture of high expectations for all students; ■ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ■ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Home Address, City & Zip Code	Print Parent/Guardian Name	Signature	Child's Name and Residential School District	Grade Child will enter in September 2012
			Jose Gonzalez		Breanna, Beganna	7
			Heor Rubalo		JULISSA MADISON Rubalo	7
			Mary		Andre Auet	7
			Thomas Gillard		Destiny Gillard	7
			Rafela Bellini		Kristen Bellini	7
			Adam Iarussi		Jacob Iarussi	7
			Jonathan		Edgar Cruz	7
			Christopher Torres		Edg Antonio Castro	7
			Andronic Jimenez		Towers + Dyer	7/2
			PETER GRIFFIN		SHANNON BRIDGEMAN	7/2

*Current 7th grade students who will be in the 9th grade in 2012 



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1.	Julia Merced		[Redacted]	4	7, 9 th	
2.	Edma Lanoussé		[Redacted]	4	2 nd gr. 7 th gr	
3.	Siobhan Lamont		[Redacted]	N/A		
4.	Gustavo Mastren		[Redacted]	N/A	8 th & 3 rd , 11 th	
5.	Sadi Gilliar		[Redacted]	NA	NA	
6.	Jose Sanchez		[Redacted]	N/A	N/A	
7.	Santalygona		[Redacted]	10	7, 9	
8.	Elysa E. Rivas		[Redacted]	NA	N/A	
9.	Shirley David		[Redacted]	N/A	N/A	
10.	Hilda L. Rivera		[Redacted]	4	7	

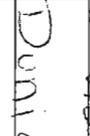
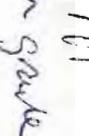
* Current 7th grade students who will be in the 9th grade in 2012

Proposed Avance Charter High School

Parent Petition Support for the Proposed Avance Charter High School

We are signing this petition in support for the creation of the Avance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Avance Charter High School.

Mission		Vision		
The mission of the Avance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Danyal Noyes		[REDACTED]	Danyal Noyes	8
2. Danyal Noyes		[REDACTED]	Danyal Noyes	8
3. Danyal Noyes		[REDACTED]	Danyal Noyes	8
4. Danyal Noyes		[REDACTED]	Danyal Noyes	8
5. Stephanie Rodriguez		[REDACTED]	Stephanie Rodriguez	8
6. Solange Morales		[REDACTED]	Solange Morales	8
7. Lynn Tyler		[REDACTED]	Lynn Tyler	8
8. Dania Chava		[REDACTED]	Dania Chava	9m
9. Luisa Padua		[REDACTED]	Luisa Padua	7
10. Danyal Noyes		[REDACTED]	Danyal Noyes	2

* Current 7m grade students who will be in the 9th grade in 2012 @ 1



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
<p>The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.</p>		<p>At ACHS, we see:</p> <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Roberto Torres	<i>[Signature]</i>	[REDACTED]	DYANNE TORRES	2nd
2. Alexandra Felix	<i>[Signature]</i>	[REDACTED]	Apple P.S. 182	6th grade
3. Debra Rodriguez	<i>[Signature]</i>	[REDACTED]	Antony	7th
4. Nubia Flores	<i>[Signature]</i>	[REDACTED]	Elizabeth	8th
5. Teresa Vasez	<i>[Signature]</i>	[REDACTED]	Rosario	6th
6. Andreele AndreM	<i>[Signature]</i>	[REDACTED]	Alex G.P. 182 #4	5th
7. Alicia Lopez	<i>[Signature]</i>	[REDACTED]	Alex Lopez	2 grade
8. Mrs. Samuel	<i>[Signature]</i>	[REDACTED]	Tamara James	7 grade
9. Misses Gomez	<i>[Signature]</i>	[REDACTED]	Ronaldo	9th
10. Mari Carmen Casquera	<i>[Signature]</i>	[REDACTED]	Eduardo Vasquez	9

*Current 7th grade students who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
<p>The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.</p>		<p>At ACHS, we see:</p> <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Monica Olis	<i>Monica Olis</i>	[REDACTED]	Bryan Anthony Zamora	7
2. Patricia Niola	<i>Patricia Niola</i>	[REDACTED]	Brian Niola	7
3. [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 grade
4. Spinner Maria	<i>Spinner Maria</i>	[REDACTED]	Spinosa Ismael	5 grade
5. Monit	<i>Monit</i>	[REDACTED]	Ryan Murrel	6th
6. Lisa Lopez	<i>Lisa Lopez</i>	[REDACTED]	Jacobo Lopez	7
7. Tatiana Pichon	<i>Tatiana Pichon</i>	[REDACTED]	Yvonne Kayla Barriance	1st
8. Sandra Pichon	<i>Sandra Pichon</i>	[REDACTED]	Alexis Ortiz	2nd
9. Dorothy Perez	<i>Dorothy Perez</i>	[REDACTED]	J. Arango	2nd
10. [REDACTED]	[REDACTED]	[REDACTED]	Reddy Rivera Jr.	9th grade

*Current 7th grade students who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Home Address, City & Zip Code	Print Parent/Guardian Name	Signature	Child's Name and Residential School District	Grade Child will enter in September 2012
		[REDACTED]	1. Gloria Muñoz	<i>Gloria Muñoz</i>	Deric Cardenas	6
			2. Maria Estela	<i>Maria Estela</i>	Angel Vega	9
			3. Pete Vega	<i>Pete Vega</i>	Misael Vega	6
			4. Isabel Furz	<i>Isabel Furz</i>	Joseph Rosa	4
			5. Maria Escobar	<i>Maria Escobar</i>	Maricela Parra	3
			6. Juan Lopez	<i>Juan Lopez</i>	Jacqueline Nunez	6
			7. Carmen Gonzalez	<i>Carmen Gonzalez</i>	Isaac Hernandez	9
			8. Yolanda Pineda	<i>Yolanda Pineda</i>	Marlene Basulto	6
			9. Blanca Andrea	<i>Blanca Andrea</i>	Italia Ayala	10 grade
			10. Maria Gonzalez	<i>Maria Gonzalez</i>	Mary Gonzalez	9



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		<p>At ACHS, we see:</p> <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. <i>William</i>	<i>[Signature]</i>	[REDACTED]	<i>Sara</i>	<i>8</i>
2. <i>Anna Gomez</i>	<i>[Signature]</i>	[REDACTED]	<i>Nancy Evelyn</i>	<i>9. y 6-</i>
3. <i>Nemesio NAVA</i>	<i>[Signature]</i>	[REDACTED]	<i>Olisea Nava</i>	<i>6</i>
4. <i>David Montano</i>	<i>[Signature]</i>	[REDACTED]	<i>David Montano</i>	<i>5th</i>
5. <i>Angelica Parola</i>	<i>[Signature]</i>	[REDACTED]	<i>Angelica Parola</i>	<i>11th</i>
6. <i>Concepcion H</i>	<i>[Signature]</i>	[REDACTED]	<i>Edgar Baera</i>	<i>3rd</i>
7. <i>Isabel Hdz</i>	<i>[Signature]</i>	[REDACTED]	<i>Jason Mendoya</i>	<i>5th</i>
8. <i>Yvette F</i>	<i>[Signature]</i>	[REDACTED]	<i>Deion King</i>	<i>4th</i>
9. <i>SARAH ALBERT</i>	<i>[Signature]</i>	[REDACTED]	<i>PATRICK GREEN</i>	<i>5th</i>
10. <i>Mayra Ordaz</i>	<i>[Signature]</i>	[REDACTED]	<i>Gisselle Siqueira</i>	<i>2nd</i>



Proposed Avance Charter High School Parent Petition Support for the Proposed Avance Charter High School

We are signing this petition in support for the creation of the Avance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Avance Charter High School.

Mission		Vision		
The mission of the Avance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Jacqueline Salinas		[REDACTED]	Dylan Nelson	Seventh
2. Milton Ruiz		[REDACTED]	Jillian Ueler	Seventh
3. Derrick Hawkins		[REDACTED]	Derrick Hawkins Jr.	Seventh
4. MARIO ORLANDO		[REDACTED]	Ronata Orlandin	Seven
5. Elena Mendonca		[REDACTED]	Jaylene Quito	Seven
6. Rigoberto Alexander		[REDACTED]	Jasmine Alexander	Seven
7. Juana Beltra		[REDACTED]	Raymond Jey	6 (SIX)
8. Maria Hernandez		[REDACTED]	Ray P.S.I	Johnston 7 (Sevent)
9. FREDERICKA VELA		[REDACTED]	DEWISSE J.C.	Seventeenth 8th
10. Charon Martinez		[REDACTED]	- Esperanza	7 grade - Seven

*Current 7th grade students who will be in the 8th grade in 2012 @



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1.	<i>Sylvia Lopez</i>	[Redacted Home Addresses]	<i>Briana Sanchez</i>	<i>Seven</i>
2.	<i>Brandon Rodriguez</i>		<i>Brandon Rodriguez</i>	<i>eight</i>
3.	<i>Barbara Cherry</i>		<i>Phillip Wilson</i>	<i>Two</i>
4.	<i>Victoria Mazon</i>		<i>Dyeron Sutton</i>	<i>Third</i>
5.	<i>Pedro Gonzalez</i>		<i>Ariana Ramirez</i>	<i>nine</i>
6.	<i>Sarah Tombs</i>		<i>Tyrelle Gamble</i>	<i>six</i>
7.	<i>Yvonne Pines</i>		<i>Quanda Restaurant</i>	<i>Eight</i>
8.	<i>Alicia Reddy</i>		<i>127th St</i>	<i>Seven</i>
9.	<i>Carmon</i>		<i>Pedro Rodriguez</i>	<i>SIX</i>
10.	<i>Elizabeth Angel</i>		<i>Gesselle Flores</i>	<i>Seven</i>

* For grade students who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Rosa Perez	<i>R. Perez</i>	[REDACTED]	Concepcion Cruz	Fourth
2. A. MALIN TAPIA	<i>A. Malin Tapia</i>	[REDACTED]	MARIE FLORES	Fourth
3. Ana Vargas	<i>Ana Vargas</i>	[REDACTED]	ERIC VARGAS	Fifth
4. Patricia Gonzalez	<i>Patricia Gonzalez</i>	[REDACTED]	Alex's parents	Fourth
5. Enid Grajales	<i>Enid Grajales</i>	[REDACTED]	Eric Resto Jr.	5th
6. Lydia C. Sanchez	<i>Lydia C. Sanchez</i>	[REDACTED]	P.S. 20	2nd grade
7. Elizabeth Perez	<i>Elizabeth Perez</i>	[REDACTED]	GGT Sore Perez	5th grade
8. Mercedes Gonzalez	<i>Mercedes Gonzalez</i>	[REDACTED]	Esperanza Obregon	6th grade
9. Julia Sater	<i>Julia Sater</i>	[REDACTED]	Imelda Dominguez	4th
10. Marie-Cecile	<i>Marie-Cecile</i>	[REDACTED]	Carlos Garcia	6th grade



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

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Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. RYETTE ALVAREZ	<i>Ryette Alvarez</i>	[REDACTED]	Anaya Dean	7th
2. Catalina Quintero	<i>Catalina Quintero</i>	[REDACTED]	Marco Ramirez	2-
3. Alejandra Silva	<i>Alejandra Silva</i>	[REDACTED]	Sara Frey	3
4. Esmeralda Perez	<i>Esmeralda Perez</i>	[REDACTED]	Daniel Cruz	6
5. MARTHA BENEDETTI	<i>MARTHA BENEDETTI</i>	[REDACTED]	CLAUDIA C.	7
6. Adriana Chantes	<i>Adriana Chantes</i>	[REDACTED]	Marlene Cheit	3
7. Florencia Galvis	<i>Florencia Galvis</i>	[REDACTED]	Tosha Muroz	7
8. Juana Galindo	<i>Juana Galindo</i>	[REDACTED]	Mary C.	1
9. Elsa Rivera	<i>Elsa Rivera</i>	[REDACTED]	Nancy Roman	5
10. Benita Herrero	<i>Benita Herrero</i>	[REDACTED]	Ezequiel H	1

* Current 7th grade students who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ■ Our school as an anchor institution in the community that drives local educational and economic development; ■ Our parents as partners to create a culture of high expectations for all students; ■ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ■ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1.		Dennis Brockwell	<i>Dennis Brockwell</i>	[REDACTED]	[REDACTED]	7th
2.		ANICA	<i>Anica</i>	[REDACTED]	Mysha Rahman	7th
3.		Jessica Rodriguez	<i>Jessica Rodriguez</i>	[REDACTED]	Carlos	
4.		MIKE LEE	<i>Mike Lee</i>	[REDACTED]	NINNIE	7th
5.		A. TOURÉ	<i>A. Touré</i>	[REDACTED]	Mohamed	8th
6.		Christian Simmon	<i>Christian Simmon</i>	[REDACTED]	Gabriel Simmon	6th
7.		Vanessa Mitchell	<i>Vanessa Mitchell</i>	[REDACTED]	Nicarrah Mitchell	7th
8.		DENZEL BROWN	<i>Denzel Brown</i>	[REDACTED]	DAKAI EDWARDS	9th
9.		Sally Robertson	<i>Sally Robertson</i>	[REDACTED]	Lureane Robertson	9th
10.		Tracey Vega	<i>Tracey Vega</i>	[REDACTED]	Anna Freeman	6th

* Current 7th grade students who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

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Mission		Vision		
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Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Marta Perez	<i>Marta Perez</i>	[Redacted]	Sage Perez	9 th
2. VIENNA CARROLL	<i>Vienna Carroll</i>	[Redacted]	BRIDGETTE ARNOLD	9 th
3. Gloria Arnold	<i>Gloria Arnold</i>	[Redacted]	Dawn Troy	7 th
4. Angelique Troy	<i>Angelique Troy</i>	[Redacted]	Glen Fisher	9 th
5. Carol Fisher	<i>Carol Fisher</i>	[Redacted]	ANGELIQUE WOODARD	7 th
6. Debra Woodard	<i>Debra Woodard</i>	[Redacted]	Celina Jones	6 th
7. Shelia Jones	<i>Shelia Jones</i>	[Redacted]	Tarel Hayes	9 th
8. Shawn Mitchell	<i>Shawn Mitchell</i>	[Redacted]	Eric Shepherd	8
9. Richard Shepherd	<i>Richard Shepherd</i>	[Redacted]	Jay Jones	7
10. JUSTINE JONES	<i>Justine Jones</i>	[Redacted]		

Current 7th grade student who will be in the 9th grade in 2012



Proposed Avance Charter High School Parent Petition Support for the Proposed Avance Charter High School

We are signing this petition in support for the creation of the Avance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Avance Charter High School.

Mission		Vision	
The mission of the Avance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		<p>At ACHS, we see:</p> <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District
1. Gilbert Cruz	<i>Gilbert Cruz</i>	[REDACTED]	JOSE CRUZ 9 ^m
2. Tracy Vega	<i>T. Vega</i>	[REDACTED]	Anna FREEMAN 6
3. Rochelle Anderson	<i>Rochelle Anderson</i>	[REDACTED]	James Wash 8 th
4. Rita Mack	<i>Rita Mack</i>	[REDACTED]	BREYTON MACK 9 ^m
5. Cindy Caceres	<i>Cindy Caceres</i>	[REDACTED]	PATRICIA 7 TH
6. Belinda Mitchell	<i>Belinda Mitchell</i>	[REDACTED]	Anthony Mitchell 9 ^m
7. Allison Webb	<i>Allison Webb</i>	[REDACTED]	Tracy Webb 9 ^m
8. NEVA JOHNSON	<i>Neva Johnson</i>	[REDACTED]	CECE JOHNSON 7 TH
9. Marilyn Cromartie	<i>Marilyn Cromartie</i>	[REDACTED]	COLEMAN 8
10. Nelson Alvarado	<i>Nelson Alvarado</i>	[REDACTED]	Angel Alvarado 9 ^m



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

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Mission		Vision	
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District
1. Hasina Akter		[Redacted]	Tahsin Limi P.S. 83
2. Maricel Mena		[Redacted]	Brandon Falcon
3. Phoebe Latham		[Redacted]	Faris Capona
4. Phoebe Latham		[Redacted]	Mamuel Sadek
5. Sia Jackson		[Redacted]	Janet Jackson
6. Joni C. Brown		[Redacted]	Parris Cooke
7. Joe De Jesus		[Redacted]	Joe De Jesus Jr
8. Phoebe Latham		[Redacted]	Shakur Latham
9. Alesia Bruce		[Redacted]	Richard Bruce (TAG)
10. Attagracia Rodriguez		[Redacted]	Janna Bruce (TAG)
			Sh Kobe Leonard

Current 7th grade student who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

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Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> Our school as an anchor institution in the community that drives local educational and economic development; Our parents as partners to create a culture of high expectations for all students; Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. KAREN AROMI	<i>Karen Aromi</i>	[REDACTED]	Caenell White / Bx	7 th
2. Paulisa Conner	<i>Paulisa Conner</i>	[REDACTED]	Ronald K. Conner, Jr Bx	9 th
3. Lashawn Jones	<i>Lashawn Jones</i>	[REDACTED]	Nya Jones / Bx	7 th
4. Errol Smith	<i>Errol Smith</i>	[REDACTED]	Dante Smith	9 th
5. Anthony Hilliel	<i>Anthony Hilliel</i>	[REDACTED]	Anthony Hilliel	8 th
6. Itha Rojas	<i>Itha Rojas</i>	[REDACTED]	Christian Pichardo	9 th
7. Reechell Robert	<i>Reechell Robert</i>	[REDACTED]	Jimmy McMillian	6 th
8. Keshia Fuller-Henry	<i>Keshia Fuller-Henry</i>	[REDACTED]	Abigail Pyran Fuller-Henry	7 th & 8 th
9. Clare Dem	<i>Clare Dem</i>	[REDACTED]	Keene Dem	8
10. Clare Dem	<i>Clare Dem</i>	[REDACTED]	Brently Dem	6

Current 7th grade student who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
<p>Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.</p>	Sara Lugo		Daniel Lugo	3rd
<p>Vision At ACHS, we see:</p> <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 	Mary Ann Adams		Dante Adams	2nd
	ADONIS JACKSON		ANTONIO JACKSON	5th
	Jose M. Jimenez		Arnoldo Jimenez	3rd
	Jacqueline Mas-Franco		St. Joelle Z. Francis District 3	8th grade
	Anthony Harris		Anne Harris District 4	5th grade
	Latisha Matthews		Hester Matthews SDY	2nd
	Thomami Tomlin		Thomami Tomlin	2nd
	Tom Blundy		Tom Blundy Dist #4	4th Grade
	Marela Lopez		Marela Lopez	3rd



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.	Vision At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Randolph Bentley	[REDACTED]	Essence Bentley	9 th
2. Lavar Caban	[REDACTED]	Genesis Fuentes	8 th
3. LORILEONARD	[REDACTED]	Talia Hayes	7 th
4. HELEN KARIM	[REDACTED]	TAG	7 th
5. Manalagoda	[REDACTED]	TAG	9 th
6. TAMARA MOSS	[REDACTED]	Tang	9 th
7. Maria Dejesu	[REDACTED]	Esperanza	7 th grade
8. Karen Belagen French	[REDACTED]	Alonzo French	7 th grade
9. Holly Molyneaux	[REDACTED]	Alexis Vaudross	7 th grade
10. AKLADUR RAYSON	[REDACTED]	ROBEA	7 th - 9 th

* Current 7th grade student who will be in the 9th grade in 2012



Advance Charter High School Parent Petition Support for the Advance Charter High School

We are signing this petition in support for the creation of Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support of the proposed Advance Charter High School.

Mission The mission of the Advance CHS is to serve students in grades 9-12 who reside in East Harlem, and provide them all with a college preparatory curriculum to produce community-grown leaders who are college graduates.		Vision At Advance CHS, we see our school: <ul style="list-style-type: none"> ▪ as an anchor institution of the community that help drive local economic development; ▪ Our parents supporting the school leadership's ability to create a culture of high expectations; ▪ Our teachers working collaboratively to deliver a college preparatory curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S. or in their home countries. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2011
1. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
2. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
3. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
4. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
5. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
6. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
7. <i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>	<i>[Redacted]</i>
8.				
9.				
10.				



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

We are signing this petition in support for the creation of the Advance Charter High School, grades 9-12.

Please accept our signatures as evidence of the strong community support for the proposed Advance Charter High School.

Mission		Vision		
The mission of the Advance Charter High School (ACHS) is to prepare students in East Harlem to become community-grown leaders and college graduates.		At ACHS, we see: <ul style="list-style-type: none"> ▪ Our school as an anchor institution in the community that drives local educational and economic development; ▪ Our parents as partners to create a culture of high expectations for all students; ▪ Our teachers working collaboratively to deliver a rigorous curriculum in a culturally relevant and competent manner; ▪ Our graduates holding leadership positions in the non-profit, new profit and governmental sectors in the U.S., their home countries, or globally. 		
Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Arlene Doman	<i>Arlene Doman</i>	[REDACTED]	Ariel Stevens	7
2. Kalitta Reed	<i>Kalitta Reed</i>	[REDACTED]	Michael Reed	7
3. Tiffany Tanner	<i>Tiffany Tanner</i>	[REDACTED]	Therrell Parker	7
4. Lisa Harris	<i>Lisa Harris</i>	[REDACTED]	Tyquan Lee	7
5.				
6.				
7.				
8.				
9.				
10.				

Current 7th grade student who will be in the 9th grade in 2012



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

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Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012	
1. Ttandehvi Molina		[REDACTED]	Iazel Co Reyes	9	
2. Emelisa Ruiz				Trinity Giannotti	2
3. Martha Avila				Abraham Eslos	4
4. Reyna Hernandez				Mariela Reyes	2
5.					
6.					
7.					
8.					
9.					
10.					



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

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Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. Malva Roman	<i>Malva Roman</i>	[REDACTED]	Laela Beano	3 rd
2. Margarita Budes Margueta	<i>Margarita Budes Margueta</i>	[REDACTED]	Laela Beano	3 rd
3. Karen Robson	<i>Karen Robson</i>	[REDACTED]	227 Mekhi Husbands	3 rd
4.				
5.				
6.				
7.				
8.				
9.				
10.				



Proposed Advance Charter High School Parent Petition Support for the Proposed Advance Charter High School

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Print Parent/Guardian Name	Signature	Home Address, City & Zip Code	Child's Name and Residential School District	Grade Child will enter in September 2012
1. C. Fock		[Redacted]	Hunter	3 rd
2. Marie Hines		[Redacted]	Tyler Hines, 4	7 th
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

A current 7th grade student who will be in the 9th grade in 2012 (9)

**HARLEM
CENTER
FOR
EDUCATION,
INC.**

Formerly
The
East Harlem
College and
Career
Counseling
Program

1 EAST
104TH STREET
NEW YORK, N.Y. 10029
212 348 9200
(FAX) 212 831 8202



March 3, 2011

Sally Bachofer, Assistant Commissioner
Office of Innovative School Models
89 Washington Avenue
Albany, NY 12234

Dear Ms. Bachofer:

I am writing to support the charter school application to establish the Avance Charter High School in East Harlem.

Harlem Center for Education, Inc. has been serving Harlem's high school youth for 40 years. Our mission is to encourage low-income, potential first generation youth and adults to finish high school and gain access to postsecondary education. Therefore, we recognize the need for a local quality high school in East Harlem. We are prepared to collaborate and support the school in the following ways:

1. School Governance
We agree to be represented on Avance's Board of Trustees, Advisory Committees and/or Friends of group that the school's Board of Trustees deem appropriate.
2. Student Recruitment
We will support the school's efforts to recruit students from our middle school programs in the Harlem and East Harlem communities.
3. Professional Development
We are prepared to provide the Avance school community with college readiness preparation training throughout the term of its charter.
4. College Readiness Counseling
We will designate the Avance Charter High School as one of our target schools for college readiness services and college recruitment and serve them in all of our program service offerings at the school and at our offices.
5. Fund Development
We will collaborate with the Aprendes Foundation to secure private funding for academic enrichment, college visits and scholarships for Avance students.

The mission of the Avance Charter High School is ideally aligned to that of Harlem Center for Education's in our commitment to serve high school students learning from an academically rigorous college preparatory curriculum. Therefore, we urge that you approve this school so that parents and students of East Harlem and Harlem can have a quality educational opportunity.

Sincerely

Paula J. Martin
Executive Director



2082 Lexington Avenue, 4th Floor
New York, NY 10035
Tel: (212) 643-2840 Toll Free: (866) 867-9665
Fax: (212) 643-2871
E-mail: information@sinergiany.org
Website: www.sinergiany.org
Visit our blog: <http://sinergiaesouljita.blogspot.com/>

Myrta Cuadra-Lash
Executive Director

Len Torres, Ed.D.
President, Board of Directors

March 7, 2011

Office of Innovative School Models
Charter School Office Room 462 EBA
The State Education Department
The University of the State of New York
Albany, NY 12234

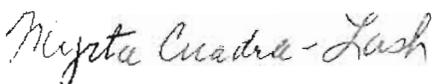
To Whom it May Concern:

Sinergia, Inc. enthusiastically endorses the application of the Avance Charter High School for students in the East Harlem community. Sinergia, Inc. is a multi service, community based organization in East Harlem that has served children with disabilities and their families for the past thirty four years. Throughout these years we have focused particularly on service to underserved, Latino children and youth with disabilities and their families. Our Parent Training and Information Center, the Metropolitan Parent Center, offers a comprehensive curriculum that teaches parents about their child's disabilities and how to navigate the special education process and service systems.

The Avance Charter School is a community grown effort to establish a quality education for the young people of East Harlem. We are particularly impressed by its commitment to be inclusive of children with disabilities. Studies have shown that parent engagement is essential to student's achievement levels. Therefore, the Metropolitan Parent Center of Sinergia is committed to work collaboratively with the Avance Charter School to help parents achieve meaningful parent involvement in the education of their children and will join together in efforts to close the achievement gap for children with disabilities and English Language Learners.

Sinergia will participate in the planning process and outreach effort of the Avance Charter School, as well as offer our facility for parent workshops and forums that foster education equity for the children of East Harlem. We look forward to this collaboration and wholeheartedly support the development of the Avance Charter School. The presence of the Avance Charter School will contribute greatly to the capacity building of the community.

Sincerely,


Myrta Cuadra-Lash
Executive Director



Aprendes Foundation

Ms. Sally Bachofer
Assistant Commissioner
Office of Innovative School Models
89 Washington Ave
Albany, NY 12234

Dear Commissioner Bachofer:

The Aprendes Foundation is pleased to write this letter of support for the establishment of the Avance Charter High School (“ACHS”) in East Harlem. As a community foundation, the Aprendes Foundation commits to ACHS in the following specific ways:

Community Resource Development

- Secure community institutional and financial support by organizing fundraising efforts for ACHS’ Extended Day Period;
- Recruit qualified members from East Harlem’s professional community to serve on its governing, and advisory boards;
- Assist with the school’s student outreach & recruitment efforts;
- Identify both short and long-term facilities for the school.

Fiscal Sponsorship & Fundraising

- Serve as ACHS’ fiscal sponsor until the school receives its own 501(c)3 IRS determination letter;
- Engage the philanthropic community to support ACHS within its first two years of operation.

Charter School Advocacy

- Use ACHS as a community-grown school district model to advocate for more quality stand-alone charter schools in underserved communities to local elected officials;
- Identify promising practices in community engagement to share with low-performing public schools in the school district.

We commit our support because we believe that ACHS’ school model aligns powerfully with meeting the Foundation’s mission, listed below.

Sincerely,


Anthony Lopez, President

*The APRENDES Foundation exists to
reduce the number of underserved youth
who are disconnected from school or work*



Community Education Council for District 4
 319 East 117th Street, Room 402, New York, NY 10035
 Tel. (212) 831-4707 Fax: (212) 348-4717
cec4@schools.nyc.gov



Hector R. Nazario President
Marie Hines 1st Vice President
Ronald Prattis 2nd Vice President
Kesha T. Taylor Recording Secretary
Angela Smith Treasurer

Council Members:
Vylmary Bennett
Rose Jiménez
Beatriz Soria
James W. Thomas
 Vacant
 Vacant

Luz Cortazzo
 District 4 Community Superintendent

March 15, 2011

Sally Bachofer
 Assistant Commissioner
 Office of Innovative School Models
 89 Washington Ave
 Albany, New York 12234

Dear Commissioner Bachofer:

The Community Education Council of Community School District Four is pleased to represent our support behind the application for the proposed Avance Charter High School in East Harlem.

The majority of students in District Four are from low-income families with more than 74% qualifying for free lunch. 6% of students in District Four qualify for Reduced-Free lunch. Approximately 2.64% of students are in temporary housing (STH). Of the 38 schools in District Four, 37 are Title I eligible, and 36 schools are implementing Title I School Wide Programs while one is implementing Targeted Assistance.

Graduation Rates

The graduation rate for all students in District Four is 69%. The Advanced Regents diploma breakdown is listed in the chart below:

		All Students	All Students	General-Education Students	General-Education Students	Students with Disabilities	Students with Disabilities
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Students
Total Graduates	2007-08	580		528		52	
Receiving a Regents	2007-08	380	66%	362	69%	18	35%



Matthew S. Washington
Chair

George Sarkissian
District Manager

COMMUNITY BOARD ELEVEN

BOROUGH OF MANHATTAN
1664 PARK AVENUE
NEW YORK, NEW YORK 10035
TEL: (212) 831-8929/30
FAX: (212) 369-3571
www.cb11m.org

March 28, 2011

Sally Bachofer
Assistant Commissioner
Office of Innovative School Models
NYS Education Department
89 Washington Ave
Albany, New York 12234

Dear Commissioner Bachofer:

Community Board 11 would like to extend its support for the charter school proposal submitted by the Avance Charter High School in East Harlem. We have met with representatives of Avance Charter High School to review their proposal and are confident that their strategy will best serve the needs of our community's youth.

Avance Charter High School has distinguished itself from other schools by demonstrating a sincere commitment to collaborating with the local community to help students achieve more ambitious educational outcomes and secure advanced high school diplomas. They have spent a year and a half engaging members of the East Harlem community, including our Community Board's Youth and Education Committee, to help refine the vision of their charter school proposal.

Our community is in need of quality community-grown high schools that have a more in depth understanding of our youth and their complex needs. While half of our community's elementary and middle school students are under-performing, our high school students are less likely to graduate and finish college than students City-wide. We need a school capable of reversing these trends and providing our youth new opportunities and choices that have historically eluded them.

We strongly encourage you to approve Avance Charter High School's application and look forward to working with your office in the future to ensure East Harlem students have more choices for quality education.

Sincerely,

Matthew S. Washington
Chair
Manhattan Community Board 11

December 9, 2010

Anthony Lopez
Aprendes Foundation
f/b/o Avance Charter School
5700 Arlington Ave, Apt 9V
Bronx, NY 10471

Dear Mr. Lopez,

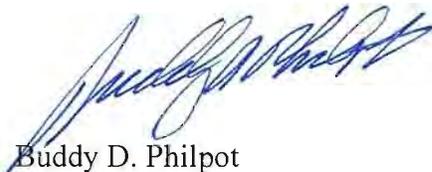
I am pleased to enclose a grant from The Walton Family Foundation, Inc., in the amount of \$30,000.00 to Aprendes Foundation to be used for the benefit of Avance Charter School to support full request as described in application dated October 15, 2010. This grant is pursuant to our grant agreement dated December 6, 2010.

The Foundation desires that all of the Grantee's resources be dedicated to accomplishing Grantee's philanthropic purposes. Therefore, Grantee agrees that it will not furnish the Foundation, any of its Board of Directors, staff, or affiliates with any membership, commemorative items, recognition plaques or gratuities of any sort.

Grant publicity related to this grant consistent with Grantee's normal practice is permitted, subject to the following provisions. The Foundation expects any announcements and other publicity to focus on Grantee's work and the project or issue funded by the grant. Recognition of the Foundation's role in funding the project is permitted. Publicizing the grant and the Foundation in Grantee's publications and communications in a manner consistent with similar grants obtained by Grantee is permitted.

For all communications regarding the grant, your point-of-contact at the Foundation will be Jamie Jutila. She can be contacted via phone or e-mail as follows: Telephone number 720-565-6075, and E-mail jjutila@wffmail.com.

Sincerely,



Buddy D. Philpot
Executive Director

Enclosure



March 28, 2011

Ms. Sally Bachofer
Assistant Commissioner
Office of Innovative School Models
The State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Ms. Bachofer:

I am writing in support of the Avance Charter School application.

Harlem RBI is a 501(c)3, community-based youth development organization located in East Harlem, New York, that has been serving the community for 20 years. Our mission is to provide inner-city youth with opportunities to Play, Learn and Grow. We use the power of teams to coach, teach and inspire youth to recognize their potential and realize their dreams.

Harlem RBI provides year-round academic, recreational and sports programs for more than 1,000 youth, ages 5-21. To deepen our impact in the community, Harlem RBI opened DREAM Charter School in 2008, which currently serves 200 students in grades K-3 and is growing one grade each year until it serves 450 students in grades K-8.

Since East Harlem is in desperate need of quality schools, we stepped in to fill this need; however, when our students graduate from the eighth grade, our families will need a results-oriented high school such as the Avance Charter School to help students as they work toward college acceptance and academic success.

The promise of Avance Charter School for East Harlem families is as follows:

- Enrollment preference for students from East Harlem
- A rigorous academic curriculum that ensures college readiness
- An emphasis on community leadership
- An extended day plus Saturday and summer programs

Harlem RBI is glad to provide this letter of support for Avance Charter School as a partner in serving the East Harlem community. Should you wish to further discuss, please do not hesitate to contact me at 212.722.1608 or via email at rberlin@harlemrbi.org.

Sincerely,

Richard Berlin
Executive Director



METROPOLITAN HOSPITAL CENTER

1901 FIRST AVENUE, NEW YORK, NY 10029

TEL: 212-423-8993 • Fax: 212-423-8535 • Email: meryl.weinberg@nychlhc.org

Meryl Weinberg, BSN, MA
Executive Director

March 25, 2011

Ms. Sally Bachofer
Assistant Commissioner
New York State Education Department
Office of Innovative School Models
89 Washington Avenue, Room 475
Albany, NY 12234

Dear Ms. Bachofer:

Metropolitan Hospital Center is pleased to provide this Letter of Support for the Avance Charter School's application to establish an educational facility in East Harlem.

As part of the New York City Health and Hospitals Corporation (HHC), Metropolitan Hospital Center has been an integral part of the East Harlem community providing culturally-sensitive high quality care to patients with dignity and compassion regardless of their ethnicity, nationality, religion or ability to pay, since 1875.

Metropolitan Hospital Center offers a wide range of comprehensive primary care services, including Pediatrics, Adolescent Medicine, Internal Medicine, Women's Health, Rehabilitation Medicine, Surgery, Geriatrics and Behavioral Health. As the community hospital of choice for the residents of East Harlem and beyond, enhancing relationships with community partners is important to us.

We welcome the Avance Charter School as a community partner in preparing high school students in East Harlem to become future community leaders and college graduates. If you have any questions, please feel free to contact me at (212) 423-8993.

Sincerely,

Meryl Weinberg, BSN, MA
Executive Director