

COVER SHEET

Common Ground Charter School (proposed)

(Formerly submitted as Accomplish Charter School)

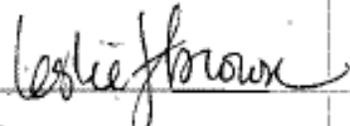
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| Title: | Full Application submitted in response to the 2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents for Common Ground Charter School* *(Formerly submitted as Accomplish Charter School) |
| Co-Lead applicants: | Leslie Brown and Karen Boyd* *(Formerly submitted with the Lead Applicant as Rosanne Ferber-Lerner. Unfortunately, due to emergency family circumstances, Ms. Ferber-Lerner had to step down as lead applicant, but will continue as a Founding Group member.) |
| Media Contact: | Leslie Brown commongroundcharterschool@gmail.com T (212) 310-8872 |
| CSD in which the school will be located | CSD 7 |
| Total Projected Grade Levels to be served by the end of 5 years and when school is fully developed | 6 grade levels to be served by the end of the 5-year charter term Kindergarten through Grade 5 |
| Total Projected maximum enrollment by the end of five years, and when the school is fully developed | 368 students |

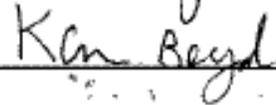
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2011 NYSED Charter School Application Statement of Assurances:

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

Leslie Brown  Signature of Co-Lead Applicant

Karen Boyd  Signature of Co-Lead Applicant

March 29, 2011 Date

I. EDUCATION PLAN

A. Curriculum and Instruction: Common Ground Charter School is founded on the belief that high quality education begins with clarity of purpose. Our purpose is to prepare students for life in the real world, in their communities and societies, both in the present, while students are in school, and in the future. CGCS students will leave with this clarity of purpose.

As our mission states, we will develop and educate our students to be life-long learners and confident global citizens. Leaders must be agents of change who refuse to accept the status quo. They're always thinking ahead, charting a course that brings improvement, enlargement or some kind of positive progression. Yet, in spite of growing awareness of the importance of developing global skills, few students around the world have the opportunity today to become globally competent. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse backgrounds.

The Partnership for 21st Century Skills—an advocacy coalition of educators and business, community, and government leaders—has identified global awareness as one of the six core skills that all students need to acquire (along with information and communication skills; thinking and problem-solving skills; interpersonal and self-direction skills; financial, economic, and business literacy; and entrepreneurial and civic literacy). The partnership defines global awareness as the ability to understand global issues; learn from and work with people from diverse cultures; and understand the cultures of other nations, including the use of non-English languages.

By promoting a culture that acknowledges and celebrates diversity, CGCS will foster an environment in which the students will share in one another's accomplishments. Our culture will encourage a climate of acceptance, respect for all, and a continued commitment to life-long learning.

CGCS' Four Pillars of Learning: CGCS' mission is supported by our Four Pillars of Learning- high expectations for student learning, faculty performance, home/school collaboration and leadership - serve as the foundation for all parts of our school culture, and specifically, our academic program. These core values guide, and will continue to inform, our process for developing a curriculum framework that provides an effective alignment of content, skills, instructional strategies and student assessments. To that end, our Founding Group has begun the painstaking process of developing content and performance standards. It is important to note that all students— regardless of learning levels – will be expected to meet CGCS' content and performance standards.

CGCS students will be expected to meet the requirements of the New York State Learning Standards and New York State Testing Program. New York State Learning Standards are recognized for their rigor and strategic progression. Accordingly, our founders believe the New York State Learning Standards to be an ideal measure to ensure that teaching and learning for all CGCS students occurs in an academically rich learning environment. To increase the rigor of our program, we will consider and integrate the use of the standards from Massachusetts, Arizona, California, and Indiana. These state's standards are considered by many curriculum and instructional experts to be among the best in the nation.¹ Throughout the transition and adoption of the Common Core State Standards, we will work to maintain up-to-date information and knowledge of the integration as they are developed and coordinated.

The process for selecting our learning standards involves the following strategies:

- assembling a curriculum committee of former and current teachers, administrators and researchers with curriculum development experience;
- reviewing of the New York State learning standards- kindergarten through grade five standards and learning activities for reading/English language arts, mathematics, science and social studies, health, physical education and the arts;
- reviewing and selecting performance standards established by national organizations such as the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children Division for Early Childhood (CEC DEC) for young people with disabilities, the Office of Civil Rights (OCR) for guidelines of English Language Learners, content standards from the National Councils of Teachers of English (NCTE) and Mathematics (NCTM), and student and faculty performance standards from the National

¹Thomas Fordham Foundation Report. "2006: The State of the Standards."

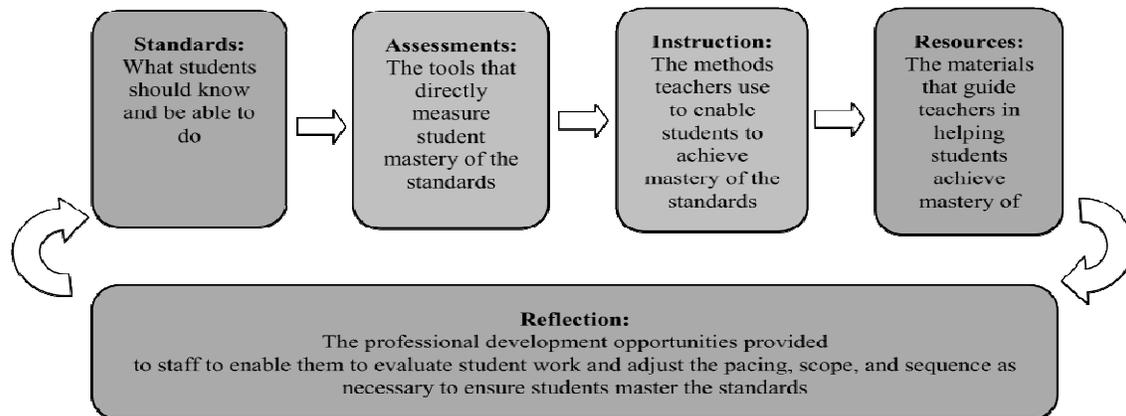
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Association for Children; and

- developing a clear alignment of both content and performance standards with the selection of curriculum materials, instructional strategies, student assessments and professional development.

The review and selection process will be guided by our school's mission and core values. The process for selecting the learning standards is ongoing and will continue through early 2012, culminating with a comprehensive curriculum framework that is fully aligned with the Common Core standards and with all assessments and includes a pacing calendar and sample lesson plans. Our standards selection process will also be aligned with the Common Core standards and with all assessments.

Our standard selection will follow this continuous cycle² in order to ensure mastery for all students.



Resources and Instructional Materials: The resources and instructional materials for CGCS were, and will continue to be, selected to ensure a living, breathing, essential curriculum that will guide effective instruction and close the achievement gap. The following criteria were considered:

- The extent to which the resources and materials are research-based and provide demonstrated evidence of success;
- do they include both scripted and non-prescribed elements;
- have they been or can they easily be aligned with all New York State learning standards and the New York State Testing Program;
- are they consistent with subject matter and skills recommended by the National Teachers Association (NSTA), the National Council of Teachers of Mathematics (NCTM), the National Association of Teachers of English (NATE), and the National Association of Social Studies Teachers (NASST);
- do they include professional development components or those that can easily be developed;
- can they be easily supplemented with at-home activities for parents to use with their children;
- do they involve performance-based activities and assessments;
- do they include manipulatives and other hands-on activities;
- are they data driven and can they be easily evaluated for effectiveness; and
- are they cost effective?

Our curriculum is consistent with our school mission and core values, and helps to lay the foundation for success. Our culture of high expectations combined with values of respect, leadership, embracing diversity, hard work and acceptance will provide a basis for achievement and growth. Routines will be established that are based on research that demonstrates that children learn best when they have both academic and social-emotional skills. Classroom and school-wide practices will be deliberate around creating these competencies.

² Adapted from Cynthia Millinger, Educational Consultant

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Our academic program will be comprised of rigorous content, innovative instructional strategies and will provide our students with strong academic and social skills needed in preparation for middle school and beyond. All content and performance standards will be aligned with resources and instructional materials, instructional strategies, formative and summative assessments, and with teacher professional development and performance goals. As such, the expectations of our faculty are clear, transparent and high. We will provide various access points for our parents and primary care givers to support all children's learning. This will include at-home activities sent home by every teacher and frequent communication using various mediums. Lastly, our curriculum will provide students with global citizenship experiential opportunities in the classroom, explorations of the school's surrounding community, through visits from guest lecturers, and (funding permitting) through field trips and site visits.

CGCS Founders visited several schools that have successfully employed research-based instructional strategies to best meet the learning needs of their students. We have borrowed pedagogical approaches from many top-performing schools, such as co-teaching, small group size, hetero and homogeneous grouping, flexible grouping, and specific curricula.

Small class sizes and an inclusive environment will characterize our school's learning community. In addition to small student/teacher ratios, CGCS classroom settings will involve heterogeneous and homogeneous grouping practices, one-to-one individualized instruction, and peer tutoring. The following instructional methods will be used to ensure the success of all CGCS students.

Co-Teaching: CGCS will have a co-teaching model in every classroom in the school. This concept provides for a lower student to teacher ratio and for multiple benefits for the faculty and the students. Although this concept has emerged recently in education, its advantages have been researched, observed and, the concept is now being replicated. Our budget has been structured to allow for flexibility in the staffing of these classrooms. Our budget is designed to fund a co-teaching method with a lead teacher and teacher in every classroom. All teachers will be highly qualified and effective, but will likely have varying levels of classroom experience.

In the book, Interactions: Collaboration Skills for School Professionals, co-teaching is defined as a "specific service delivery option that is based on collaboration." It is a method specifically designed to meet the needs of students with diverse learning options. We expect that our students, at all academic levels, will benefit from alternative assignments and grouping, increased teacher attentions, small-group activities, more intense and individualized instruction and a greater continuity of instruction as the teachers will benefit from professional support and exchanges of collaborative practices. There are six approaches to co-teaching, (i) one teach, one observe, (ii) one teach, one assist, (iii) parallel teaching, (iv) station teaching, (v) alternative teaching, and (vi) team teaching. In determining the most appropriate co-teaching approach, content, lesson plans, student needs, comfort levels and classroom arrangements will all be considered.

By carefully creating these pairings, paying attention to the strengths and weaknesses of each teacher, establishing mentoring relationships and carefully monitoring the relationships, we will be able to further our goal to create a truly inclusive environment where students are engaged with teachers who bring different styles, techniques and personalities to the learning experience. Some important cultural and educational benefits of this method are:

- Co-teaching is one way to deliver services to students with special needs as part of a philosophy of inclusive practices. As a result, it shares many benefits with other inclusion strategies, including a reduction in stigma for students with special needs, an increased understanding and respect for students with special needs on the part of other students, and the development of a sense of a heterogeneously-based classroom community.
- In co-taught classrooms, ALL students can receive improved instruction. This includes students who are academically gifted or talented, students who have average ability, students who are at-risk for school failure as well as students with identified special needs. Research on the education of students with disabilities in the general education classroom reveals continued gains in academic achievement. For general education students considered at-risk for school failure, data supports higher student achievement in classes containing additional personnel support.

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- In co-teaching, the instructional fragmentation that often occurs in other education delivery methods is minimized. Students benefit by not having to leave the classroom to receive services. At the same time, the two teachers can have a better understanding of the curriculum being addressed in the classroom and the expectations for both academics and behavior. Co-teaching increases the instructional options for all students in the class.
- Co-teaching methods have been found to reduce the stigmas for students with disabilities. Current research reports increases in self-esteem for students with disabilities in inclusion settings.
- The article, *“Inclusion and the Other Kids: Here’s What Research Shows So Far About Inclusion’s Effect on Nondisabled Students”*, shows the effects and benefits of general education students within an inclusionary, co-teaching environment. The research suggests that general education students can gain a number of important benefits from relationships with their classmates with special needs, including long lasting friendships, improved social skills, increased self esteem, development of strong personal principles, and increased comfort level with people who are different and improved patience.³
- Co-teachers often report that one of the most noticeable advantages of sharing a classroom is the sense of support it fosters. Co-teachers report that when they have a spectacular lesson, someone is there to share it, and when they have a particularly challenging day, someone knows just how difficult it was.⁴

Data-Driven Environment: CGCS’ use of data will be the force that drives instruction. A high quality, inclusive environment requires thoughtful planning in order to provide individualized instruction and careful analysis of data to ensure that all students are progressing to their fullest potential. CGCS will create a culture of data-driven instruction by using data as a foundation for talking about students’ needs and opportunities in a more rigorous way, to realize better instructional planning.

Successful schools and those with notable results in closing the achievement gap, drive student learning by using assessments to diagnose students’ needs and modify instruction based on results and data. Assessment and the subsequent use of data allows for a cycle of continuous reflection and improvement. CGCS will demonstrate this commitment and embody this culture in order to consistently strive further.

Thematic/ Cross-Discipline Learning: Thematic instruction is the organization of a curriculum around macro “themes.” Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, problem solving, etc. Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent “whole,” and when they can connect what they’re learning to the real world. Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science, and writing in the context of a real-world subject that is both specific enough to be practical, and broad enough to allow creative exploration.

Thematic instruction usually occurs within an entire grade level of students. Teachers of all the different subjects taught in that particular grade work as a team to design curriculum, instruction methods, and assessment around a preselected theme. CGCS plans to use thematic learning as a base for incorporating all the subjects, eliminate isolated learning and reinforce knowledge acquisition. In addition, by implementing thematic learning, we will enable our students to have more time on task and longer periods of study for the core academic subjects.

Common Ground Plan: CGCS believes that every student, even at the elementary school level, must be accountable for his or her own learning and become a self-advocate. Upon entrance to the school, each child will be appropriately assessed and evaluated using age-appropriate evaluation tools, teacher checklists, and parent surveys, in order to establish a baseline from which growth goals can be set. Based on this information and informal observations, a Common Ground Plan- an individualized learning plan that addresses learning styles, goals, milestones and skill acquisition- will be created for each child. All students, from kindergarten through fifth grade, will be actively involved in goal-setting, understanding and creating their Common Ground Plan. The plan will set individual goals and milestones for each student on an annual basis, with frequent and regular opportunities for

³http://www.bsnpta.org/geeklog/public_html/filemgmt/filemgmt_data/files/Inclusion_and_the_Other_kids.pdf

⁴ <http://www.ped.state.nm.us/seo/library/qtrly.0404.coteaching.lcook.pdf>

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measurement. Through the collection of assessments and portfolio pieces, teachers, students, and families will be able to view a student's progress over time. Progress will be measured against the pre-determined goals and discussed in a developmentally appropriate way, so that each student understands their strengths, areas of challenge, and strategies for growth. On a global level, CGCS faculty can use the data from the plans to track overall school progress towards New York State standards.

Research shows that students at all levels see assessment as something that is "done" to them, rather than a tool from which to learn. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their work. The Common Ground Plan will provide an age appropriate structure for involving students in developing and understanding criteria for goal setting, in taking ownership of their goals, and in applying the critical steps to measure their growth and achieve their targets.

Students will learn to reflect confidently on their learning and to approach each obstacle with creative and concrete solutions. Younger students will be actively involved with and engaged in creating their Common Ground Plan, but the involvement will look different. For example, when setting writing goals, a fifth grader will be able to determine the criteria upon which a writing assessment will be scored and have the opportunity to reflect on how they will improve their writing skills. Kindergarten students will use a much simpler approach where they will be able to track their letter recognition over time via a simple numerical chart that demonstrates their progress. In each scenario, the student, teacher, and family will work together to establish an academic plan that will guide the student in taking ownership, feeling connected to their individual goals and tracking their progress.

The Common Ground Plan will include (i) selected portfolio pieces, (ii) assessments and data, (iii) individual goals aligned to standards, and (iv) annual strategy, including milestones, for goal attainment. An individual timeline will monitor milestones via check-in points. Students will have opportunities to speak about their likes, interests, passions, strengths, areas for growth, and their learning styles. Teachers will leverage this information, track it alongside the data and be able to further customize individualized learning strategies and modifications. Together, students, parents, and teachers will be able to look at the information in the plan to measure growth in academic skills, track progress, help inform instructional decisions, and strategize about how best to reach the individual targets. The Common Ground Plan will be used as a tool throughout the year both to supplement instruction (averaging assessment results, reflective writing pieces, etc.) and to enhance student autonomy, will be reviewed at parent/teacher/student conferences, and will follow students throughout their Common Ground years.

Students with Exceptional Needs and English Language Learners: CGCS will not discriminate in its admission and enrollment policies (detailed in Lottery Preference, II E) on the basis of students having or suspected of having a disability. The school will provide instruction to students with disabilities in the least restrictive and most inclusive environment possible with their non-disabled peers to the extent appropriate and subject to the requirements and restrictions included in each student's IEP and in accordance with all applicable federal and state laws and regulations under IDEA. The school will provide support services to students to ensure that the IEP mandates and measurable goals are met. The student to teacher ratio at CGCS will allow for students to move from a more restrictive environment, if needed, to a less restrictive environment, when appropriate. Our implementation of "full inclusion" will ensure that social and academic interactions with general education students are valued and leveraged to support all students' needs. For students with special needs, this setting provides the opportunity to observe the appropriate behaviors and actions modeled by others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control. The environment will constantly provide opportunities for all students to gain global competencies and become stronger, more confident leaders. Teachers will be knowledgeable about the needs of students with disabilities (dual-certified lead teachers), informed of their responsibilities for particular students, receive the support they require to implement a student's program, and implement any necessary modifications or accommodations in their classes in accordance with the students' IEPs. Teachers will receive ongoing training of the best practices for the education of students with special needs. Teachers will learn, institute and model techniques that will allow them to develop strategies and high caliber skills that lead to better customization of instruction. CGCS teachers will embody this teaching style and belief that will, in the end, benefit all students.

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CGCS will ensure that all students receive mandated related services through related services providers known as Specialized Instructional Support Personnel (SISP). SISPs are defined in the Elementary and Secondary Education Act (ESEA, as reauthorized under the No Child Left Behind Act, Sec. 9101, paragraph 36) as "school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary corrective and supportive services as part of a comprehensive program to meet the students needs." SISPs provide services that address barriers to learning and assist students in being successful in school. These vital services are focused on prevention and intervention activities that promote effective classroom teaching and learning. SISPs work collaboratively with teachers, administrators, and other school staff to ensure that students receive high quality instruction that is responsive to the diverse array of students' learning and developmental needs and challenges. In addition, the SISPs will provide body movement, drama, physical education and other specials. As per our mission and our firm belief that each students can reach his/her individual potential, a great deal of thought continues to go into identifying resources and materials that will facilitate achievement amongst our students with special needs and those who are English Language Learners.

CGCS will ensure that English Language Learners (ELL) achieve proficiency in English as quickly as possible. All such identified students can and should meet the school's academic standards. CGCS' integrated program will allow for increased time speaking and being exposed to English. All ELL students will be taught the same academic content and skills in the same classrooms as their peers and will be held to the same high expectations and standards. CGCS will follow the U.S. Department of Education's six steps of progression through an ELL program (described in detail in the Prospectus).

CGCS will utilize many strategies to support ELL students. Teachers of ELL students will modify instruction in order to ensure success, while teaching the same content and skills. Teachers will first activate prior knowledge to facilitate future learning accomplishments. Teachers will initially become familiar with students' backgrounds and familial cultures. This will allow the teachers to engage students in literary experiences that connect with students' diverse backgrounds. Teachers will be encouraged to research their students' native countries' geography, culture, including folktales and stories; historical figures; music; and traditions. With this rich, cultural dimension, teachers will enhance learning, comprehension, and enthusiasm in the classroom. Also, by exposing all students to these cultures and traditions, CGCS will further fulfill its mission of embracing and celebrating diversity. CGCS believes that all children benefit from a model in which individuality and diversity is acknowledged, celebrated and used to strengthen character. Through our academic program, our daily rituals, and our overall culture, students will learn not only how to be successful in the area of academics, but also how to be global leaders who embrace challenges, conquer obstacles and stand stronger because of their uniqueness.

CGCS will employ processes, programs, and tools integrated into the classroom environment to address the learning requirements of all of our students. We will address each student's fragilities as well as their strengths through our innovative approaches in the classroom, in our teaching methods, and in our guiding mission. By applying what we know works with even the most struggling of students and utilizing a variety of strategies, each and every student will succeed in achieving his/her individualized and targeted learning plan. A student-centered approach will be employed by differentiating teaching strategies to ensure that all students will learn based on their specific learning strengths. Specific approaches to instruction will include Howard Gardner's Theory of Multiple Intelligences, nonlinguistic representations, and cooperative learning groups. CGCS will also utilize daily data-taking procedures and both formal and informal assessments in order to support differentiated instruction. Our staff will use multiple measures to create a comprehensive picture of each student's learning style. Baseline data will be collected at the beginning of the school year and on an ongoing basis to ensure that students are on track toward meeting their individual goals. Data collection will utilize core subject assessments, interim assessments, and analysis of benchmarks. With this continuous collection and analysis of data, instruction can be modified and differentiated, for each individual student, based on his/her individual needs. Faculty performance will be assessed on how well each student demonstrates annual performance gains and meets established content, skill and performance goals.

CGCS has also carefully thought out and crafted a unique Response to Intervention (RTI) process that will emphasize the use of evidence-based practice in the general education program prior to the evaluation for special education. CGCS will have established models in which students will move through tiers of instruction based on their level of

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need. Evidence-based practices, continuous progress monitoring, and instructional supports will all be built into the general education program. CGCS will use data to identify students at risk for unsatisfactory learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on the student's responsiveness, while identifying students with learning or other disabilities. CGCS' RTI process will be structured as follows:

- Students will initially receive appropriate instruction to determine if there are problems due to the lack of exposure or lack of appropriate instruction in the past. This will occur in the first month of placement, when assessments will be conducted and progress will be continuously monitored.
- The DCI and the Special Education Coordinator, along with the academic support team (classroom teachers, social worker, school psychologist, etc.), will review the data collected from the classroom teachers, and based on this data, students may be placed into a particular tier based on individual needs. Those recommendations may be related to instruction, behavior and/or social emotional issues and are implemented in the general education program with additional supports based on the level of prevention. Parents will be included in the process in order to share the approaches and further the opportunity for parents to work as partners in the RTI process (ensure homework is completed; implement a behavior plan at home, etc.).
- Students identified as needing intervention are then placed in a tier based on performance data. The following pertains to each tier level and the necessary supports that will be introduced:
 - Tier 1: Primary prevention: High quality individualized instruction and behavioral supports provided with the general education curricula
 - Tier 2: Secondary prevention: Instruction is provided in smaller groups and may be more intense, frequent, or specialized
 - Tier 3: Tertiary prevention: More individualized intervention is provided. Students, who are not responding to instruction, and who may or may not have specific learning disabilities, will be referred to the student's Committee on Special Education (CSE) for further evaluation for special education services.

CGCS' education plan will address student needs and ensure that each student reaches his/her potential. The program and curriculum will be fully aligned with the New York State learning standards. The curriculum serves as a framework from which to apply instructional strategies and assessments in order to move children towards mastery. All of the concepts and supplemental programs in our plan will be supported by a robust professional development program. The implementation of the curriculum is essential to student outcomes. As such, CGCS will take differentiated instruction to the next level by addressing the needs of all of our learners and including, among others, these additional strategies:

- Visuals, such as pictures, graphic organizers, diagrams, color-coding, and the use of real objects in teaching, will be utilized to reinforce concepts in all subject areas.
- Student schedules, rules, and expectations will be displayed consistently in both picture and word format within the school environment. All environmental objects will be labeled in both English and Spanish.
- Organizational and motivational materials such as task analysis/organizers, transition charts, visual bridges, and choice boards will be used.

Tactile approaches to learning will be integrated by using hands-on learning activities, manipulatives and class projects using environmental objects. CGCS will incorporate real life experiences such as class trips and community outings. Techniques such as these fall under the motor memory learning umbrella and can assist students to remember activities in a meaningful way. Auditory techniques will include repetition, read-alouds, mixing auditory with motor movements, and teaching to fluency. Verbal cuing and prompting will be used when necessary. Mnemonic devices will be used to assist students in memorizing information in list or step form. Kinesthetic approaches will include fine and gross motor activities. These experiences, accompanied with teaching, are often more memorable than auditory alone.

In addition to the above-mentioned techniques, all of our teachers will be expected to have access to a variety of teaching methods and shall incorporate the following strategies in their everyday lessons when possible:

- Adjusting questions- directing and forming questions based on ability level and need

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- Curriculum compacting- assessing individual concept knowledge and providing alternative instruction as needed; can be used to accelerate or modify
- Tiered Assignments- assigning related tasks based on complexity
- Flexible Grouping- movement between groups and subjects based on a student's level
- Learning Styles/Student Profiles- ability to assign tasks based on a student's preferred learning style, preferred environment, and best fit modality.

Curriculum Components: The following sections provide a program overview and a sampling of resources and instructional materials under consideration for CGCS' reading/English language arts, mathematics, science, social studies curricula. (Please see Part I D for assessment information and alignment) This is by no means an exhaustive list, but has been assembled based on school site visit classroom observations, and conversations with curriculum specialists, school administrators, teachers and commercial textbook vendors. Our curriculum will combine proven best practices used by high performing charter schools with similar demographics and rigorous instruction in knowledge and skill acquisition. CGCS will use commercially available curricula, supplemented by teacher-created materials and lessons as the basis for instruction. The research based curricula all have evidence of success in closing the achievement gap in urban schools. For example, the use of Mondo Bookshop has resulted in double digit gains of students reading at or above grade level in six urban school districts- South Florida; New Haven and Hartford Ct.; Boston, Ma; New York, N.Y.; and Elgin, IL. When complete, our curriculum framework will cover all subject disciplines to be taught in our school; will include content and performance standards, selected resources and instructional materials, and content and performance assessments.

English Language Arts

Program Overview: Our founders strongly believe that a solid education in reading, language and literacy will provide our students with tools for lifelong learning and gainful employment. Our careful review of the Reading First guidelines developed by the Center for the Improvement of Early Reading Achievement and the National Institute for Literacy yielded five essential components for a successful early reading program including phonemic awareness, phonics, fluency, vocabulary instruction and comprehension.

After exploring several commercial reading programs and meeting with curriculum specialists at the schools we visited, the founders decided a balanced literacy approach would be the most effective method to teach CGCS students reading, writing, listening and speaking. The resources and instructional materials we have selected thus far target the mechanics of reading and writing. Those yet to be determined include age- and performance-level appropriate short stories, poetry, novels, series books and other literature, biographies and other nonfiction and resources needed for students to participate in book clubs.

Our reading/English Language Arts instructional strategies will borrow from the principles of Readers and Writers Workshop. The primary focus of Readers and Writers Workshop is student engagement and the interaction between young readers and text. Seven instructional strategies are employed to help students develop strong reading and comprehension skills including (1) making connections; (2) creating mental images; (3) making inferences/drawing conclusions; (4) asking questions; (5) determining what is important; (6) synthesizing; and (7) monitoring comprehension and meaning.

The CGCS English Language Arts program also will help students develop strong listening skills. Resources and instructional strategies to develop listening skills are still being identified. Our faculty will teach writing using the Writer's Workshop model to teach students writing skills. Specifically, teachers will employ grouping practices, individual instruction, teacher and peer conferencing to develop all areas of writing including researching, grammar, vocabulary, spelling, and of course, the writing process. Resources and instructional materials to support students' writing are currently being identified, however, we are exploring the resources needed for students to participate in book clubs, publishing and reporting. Lastly, to facilitate the Reader's and Writer's Workshop models and ensure that students receive both individual and group learning opportunities, there will be extended blocks of time for ELA (90 minutes of ELA instruction and 15 minutes for Drop Everything and Read).

ELA Resources and Instructional Materials under Consideration:

- Blueprint for Early Literacy
- Mondo Bookshop
- Wilson Reading
- The Wilson Foundations Reading System
- The Great Leaps Math and Reading Programs
- SRA – Language for Learning
- Reader’s and Writer’s Workshop
- Lindamood Phonemic Sequencing
- LiPS
- Classroom Libraries that include: trade books, series books, poetry, biographies, essays, recordings, public television, DVD’s and web-based tools

Mathematics

Program Overview: Since Sputnik and more recently, *A Nation At Risk*, we have heard the urgent cry for United States school children to become more adept in mathematics and science. But still, the U.S. lags behind other industrial nations in student math achievement ranking, including several countries in Asia and Europe. In fact, American students rank 21st in science and 25th in math, compared with students around the world, putting the U.S. at a disadvantage in vital areas such as medicine, energy, security, and hard sciences.⁵

Our Founders are adamant that CGCS students be able to understand, communicate and use math concepts in everyday language and tasks. We believe this to be particularly important as our world becomes increasingly “flat,” globally competitive and more technologically-driven. To maximize individual and group learning opportunities, all students will receive mathematics instruction during an extended block period of 65 minutes.

Accordingly, we have and will continue to review and observe mathematics programs until the final selections of resource and instructional materials are made in early 2012. These decisions are being shaped by the founders’ vision for students to be able to develop mathematical communication skills and use math concepts to solve simple everyday and more complex problems, and to think critically about their academic work and issues that plague our society. Therefore, math curricula must include basic math concepts, problem-solving, hands-on learning activities, manipulatives, and real world applications.

Mathematics Resources and Instructional Materials under Consideration:

- Saxon Math
- Singapore Math
- TouchMath
- The Great Leaps Math and Reading Programs

Science

Program Overview: We envision a science program that provides both science concepts and models the scientific method. Our Founders want CGCS science instruction to be hands on, interactive, real-world applicable – and of course, fun! Our goal is to harness the excitement generated by modern science professionals like *Bill Nye the Science Guy*, and recent earth, biological and space science findings and phenomena to capture the imagination and inner-science explorers among our student body. We expect CGCS students to be able to use scientific concepts in their academic work and to develop solutions to everyday problems. Accordingly, our faculty will model science methodologies throughout the curriculum, focusing particularly on the areas of reading (e.g. vocabulary and text-based questions and answers), writing (e.g. research and scientific experiments), and mathematics (e.g. word problem solving).

⁵ http://articles.cnn.com/2009-11-23/politics/obama.science_1_science-education-math-and-science-president-obama?_s=PM:POLITICS

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In addition, our students will apply the scientific knowledge they have acquired in an annual science fair competition. The science fair will prepare students to participate in regional elementary school science competitions and national and international competitions at the middle and high school levels.

While resources and instructional materials are still being considered, our Founders are following the standards and principles established by the Association for the Advancement of Science and the National Science Teachers Association. In addition, we are exploring education resources made possible by the Public Broadcasting Station, the Discovery Channel, National Geographic, NASA and the Smithsonian. Funds permitting, our founders hope to be able to provide our students with a mobile lab to conduct experiments. We will further supplement our curriculum with field trips (Planetarium, museums, Queens Hall of Science, etc.).

Resources and Instructional Materials under Consideration:

- Scott Foresman Science

Social Studies

Program Overview: We envision a living-breathing social studies curriculum that instructs students in the five content areas specified by the New York State Learning Standards (1) History (United States and New York) (2) World History (3) Geography, (4) Economics, and (5) Civics, Citizenship and Government. However, it is equally important that our school's social studies program provide students with opportunities to investigate, explore, and debate complex thoughts. Our students will learn early on about the concept of "community," and the role of individuals and groups, and the contributions even the youngest individual can make in their communities.

Similar to science, our faculty will utilize resources from the Public Broadcasting Station, the Discovery Channel, National Geographic, and the Smithsonian. Resources and instructional materials are still being considered, however, our Founders are guided by the standards and principles established by the National Council for Social Studies. Resources permitting, the Founders hope to include a rich field trip experience as a part of our social studies curriculum.

Resources and Instructional Materials under Consideration:

- Scott Foresman Social Studies

CGCS believes in a standards-based approach. As stated earlier, standards are the clearest way to make certain that all students receive an equal and comparable education, regardless of the route they take to get there. While there is ample room for accommodation and adjustment within standards, the same goals will be applied to each and every student. Our education committee has already begun the process of creating an alignment among the learning standards (including the learning objectives and performance indicators), with suggested instructional strategies, proposed resources and instructional materials, and summative and formative assessments. This is and will continue to be a painstaking process ensuring a tight alignment of all components of our school's curriculum framework. When complete, the framework will be used to build curriculum maps, pacing calendars, and lesson plans; and will drive school-developed student assessments. In order to develop our curriculum framework, prior to the opening of the school, the DCI, in conjunction with faculty members, will:

- Complete/revise pacing calendar. Revisions will result from amendments made during weekly and monthly grade level teacher meetings in the prior school year.
- Complete/revise scope and sequence for each content area and grade level. Revisions will result from amendments made during weekly and monthly grade level teacher meetings in prior school year.
- Create/revise/add lesson plans for each content area and grade level. Revisions will result from amendments made in response to student performance achievements and challenges as determined during weekly and monthly grade level teacher meetings in prior school year.
- Develop/revise/add to interim assessments for each content area and grade level. Revisions will result from amendments made in response to student performance achievements and challenges as determined during weekly and monthly grade level teacher meetings in prior school year.
- Establish/revise assessment calendar to include all testing (formal, informal and performance-based)
- Establish/revise assessment administration protocols, policies, practices and/or procedures

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- Assemble curriculum resources, student tests and materials (including performance rubrics), and reporting templates (including student, parent, community, authorizer, and instructional staff reporting documents)
- Schedule reporting deadlines, announcement dates and meetings on the annual school calendar.

Throughout each school year, the process for standard and goal achievement consists of :

Weekly

- Grade level teachers will meet weekly to review/revise/add to lesson plans for the core subject areas based on observed and tested student performance. If appropriate, adjustments are made to the pacing calendar making note of the need for revisions to the scope and sequence, lesson plans (including instructional strategies), and interim assessments for next school year.
- Teachers will meet with the SISPs and other service providers in a Student Support Team setting to ensure continuity of services and to share strategies to best help students and in differentiating instruction.
- Non-core subject area teachers will meet weekly to review/revise/add to lesson plans based on observed and tested student performance. If appropriate, adjustments are made to the pacing calendar making note of the need for revisions to the scope and sequence, lesson plans (including instructional strategies), and interim assessments for next school year.

Monthly

- Cross-grade core subject area teachers will meet monthly to review/revise pacing calendar to ensure cross-grade articulation and subject alignment with student assessments
- Non-core subject area teachers will meet monthly to review/revise pacing calendar to ensure cross-grade articulation and subject alignment with student assessments
- Non-core subject area teachers will meet monthly with core teachers to ensure complement and core area content support among the subject disciplines

Quarterly

- Follow up to Interim Assessments: within one week of scoring the interim assessments, the DCI and teacher leaders will meet in subject area grade level teams to review and analyze student performance data. The purpose and outcome for these meetings will be to determine what content and skills require re-teaching, whether curriculum adjustments must be made, and to identify students demonstrating challenges or above grade level performance for new classroom grouping assignments.

Ensuring Efficacy

- CGCS' DCI and Special Education Coordinator (SEC) will provide guidance, mentoring and coaching (including observations, mentoring and modeling) to support the afore-mentioned weekly, monthly and quarterly practices
- DCI and SEC will monitor grade level and subject area data analysis meetings to ensure efficacy across all processes and practices
- DCI and SEC will monitor all teacher mentoring, coaching and modeling to ensure efficacy across all processes and practices

Exit Standards: Following is a description of sample exit standards for English Language Arts and mathematics (in two non-consecutive grades) to demonstrate how student performance will be evaluated in accordance with our goals, our mission and our mandate to meet all New York State Standards:

ELA- NYS Standard 1: Language for Information and Understanding

2nd Grade: To exit from Grade 2, a student will score a 65 or higher for the Oral Reading Fluency benchmark and have a retell score of at least 25% on their Oral Reading Fluency of the DIBELS assessment.

5th Grade: To exit from Grade 5, a student will score a 115 or higher for the Oral Reading Fluency benchmark and have a retell score of at least 25% on their Oral Reading Fluency of the DIBELS assessment.

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Math- NYS Standard 3: Mathematics

2nd Grade: To exit from Grade 2, a student will perform at or above proficiency level (a score of 3 on a teacher developed rubric) on a school-designed mathematics assessment demonstrating confident mathematical reasoning, using either manipulatives or pictorial representations.

5th Grade: To exit from Grade 5, a student will perform at or above proficiency level (a score of 3 on a teacher developed rubric) on a school- designed assessment demonstrating grade-appropriate strategies when representing a mathematical expression verbally, pictorially, and with a physical model.

Professional Development: We believe that it is imperative for faculty to have time during each school day to reflect on daily practice in order to successfully implement our academic program and achieve our goals. Each teacher will be required to identify his/her individual professional development goals as aligned with our school mission and philosophy. Throughout the year, each faculty member will receive support from a mentor who will help him/her achieve these goals. Our daily schedule will afford all teachers the opportunity to collaborate with their peers to review student work and performance data, develop curriculum and activities, make or adjust pacing calendars, plan instruction, design student assessments, receive guidance and share their successes and challenges. The goal of professional development is to ensure that teachers, administrators, and other faculty are informed and up to date with current best practices and are realizing growth as professionals, while maintaining the ultimate goal of improving student performance. Staff will be aware of the significance of their accountability as educators in meeting students' goals and how their development as professionals ties to student progress. We believe that it is not only what students are learning, but how they are learning what needs to be taught, that prompts and accelerates student achievement. Citing recent data from Los Angeles County, we can extrapolate similar results across the country and especially in inner city districts. Statistics show that:

- Highly effective teachers routinely propel students from below grade level to advanced in a single year.
- There is a substantial gap at year's end between students whose teachers were in the top 10% in effectiveness and the bottom 10%.
- The fortunate students (those whose teachers were in the top 10 percent) ranked 17 percentile points higher in English and 25 points higher in math.⁶

We stand behind our commitment to provide meaningful, effective and productive professional development opportunities to our faculty and staff. As such, faculty at CGCS will be required to attend eight Professional Development Days, which have been built into the yearly school calendar, as a supplement to our Summer Institute. In addition to full day trainings, faculty are required to attend, two hours per week, professional development sessions during after school hours. The Summer Institute will cover areas of development such as orientation, curriculum development, establishing and maintaining our school culture, review of policies and procedures, and classroom set up. During this time, staff will have opportunities to connect and create a cohesive environment and philosophy. We will also help create and institute less formal forums, such as brown bag lunch and learn sessions, at which faculty and staff can collaborate and brainstorm about their immediate needs, great lesson ideas, fresh and innovative approaches to further a community of professional growth. CGCS' professional development program will allow for cross training staff across grade level, age, and student performance level. Our daily schedule will also afford all teachers common collaboration time in order to continue the cross training process and develop grade-level and subject-wide content and curriculum. This common time will enable teachers to use one another's expertise and additional perspectives to review the day, analyze data, discuss classroom issues and use one another as mentors. Advanced professional development courses, in-services, and seminars will be coordinated with educational professional development companies and consultants to provide both in- person and on-line trainings as well.

CGCS will initially determine the needs of the teachers, administrators, and other school staff through observation and evaluation. A needs assessment will be conducted as the first step in determining staff requirements. Both novice and experienced staff will be assessed to determine strengths and areas for improvement in order to guide professional development plans. CGCS intends to partner with other schools in the city and CSD 7 for professional development opportunities, to utilize shared funding opportunities, and for ongoing support. Our professional

⁶ <http://www.latimes.com/news/local/la-me-teachers-value-20100815,0,2695044.story?>

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development plan aligns with our charter’s goals and missions and will integrate a district-wide design and a site-based design to maintain an effective development model.

Once professional development needs have been assessed , focus will be centered on (i) content, (ii) opportunities for involvement in the development/improvement process, (iii) opportunities for active learning, (iv) various forms of activities, (v) collective participation and (vi) sufficient time spent on each area of need and/or subject.

Through the implementation and design of a professional development plan, school leadership will lead and empower teachers to grow as professionals, conduct training sessions, and assist teachers in accomplishing their goals effectively. The Director of Curriculum and Instruction (DCI) as well as the Special Education Coordinator will be actively involved in classroom observations, feedback and open dialogue, data analysis and creating needed and timely issue-focused professional development opportunities. The administration will work closely with the faculty in order to establish areas of improvement, areas of need and areas of concern to ensure that everything, from classroom management and lesson quality to content- area performance and differentiation quality, is covered and best practices are shared. All stakeholders will have input into the professional development plan as described above- everyone will have the opportunity to work together to inform and drive improvement. The key to effective professional development is building a plan that includes support for teacher training, teacher directed training, adequate access to technology, community partnerships, and on-going informal support and training opportunities. A formal and informal mentoring system will be established in order for veteran staff to guide newer staff by using observation and modeling, peer review, and overlapping prep time for teachers of common subject areas, students with similar needs, and/or grade levels.

An essential element of our professional development plan will include evaluation and measurement of the participants’ use of new knowledge and skills. This information will be gathered through the following means: Direct observation, participant interviews, supervisor interviews, student interviews, questionnaires, focus groups, and/or participant portfolios. In addition to the above mentioned evaluation plan, faculty members will also be urged to videotape their lessons in order to facilitate the ongoing development of a strong culture of co-investigative learning and professional development. The videotapes will be collected and analyzed by the DCI who will help build a library that can serve as both a learning tool for community members as well as to provide an ongoing record of instructional practices to share across the network of schools as this charter scales in its future strategic growth plans. In addition, all certified positions within the faculty will complete required continuing education courses as prescribed by the individual professional and licensing organizations of their disciplines.

B. School Calendar and Daily Schedule: CSGS’ school calendar will have 180 instructional days. The school day will be from 8:30 am to 3:30 pm. The total number of hours of instruction per week will be 30 hours per week. Each day will consist of 6 hours of instruction (360 minutes), excluding lunch time, arrival, and dismissal. The school calendar complies with the number of hours and days required by Education Law 2852(2)(n) and 3204(4). Our calendar and daily schedule have been created in alignment with Common Ground Charter School’s mission and goals. The school day will be organized in the following way:

- English Language Arts- 90 minutes per day, 450 minutes per week (including Story Time and Drama)
- Mathematics- 65 minutes per day, 325 minutes per week
- Science and Social Studies- 65 minutes per day, 325 minutes per week
- Remaining time will be Specials, lunch, etc.

*Extended learning blocks will be age and grade appropriate and will take into consideration best practices and age appropriate attention levels. Instruction will be delivered through various methods, such as: stations; workshops; hands-on, experiential learning; story time; math games; etc.

C. Target Population:

| Grades | Projected Enrollment Table | | | | |
|------------|----------------------------|-----------|-----------|-----------|-----------|
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| K | 66 | 66 | 66 | 66 | 66 |
| 1st | 66 | 66 | 66 | 66 | 66 |

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|---------------|------------|------------|------------|------------|------------|
| 2nd | | 62 | 62 | 62 | 62 |
| 3rd | | | 60 | 58 | 58 |
| 4th | | | | 58 | 58 |
| 5th | | | | | 58 |
| Totals | 132 | 194 | 254 | 310 | 368 |

The mission of CGCS is to be a diverse community dedicated to helping children become life-long learners and confident global citizens through a rigorous, individualized academic program. The maximum enrollment of the school will be 368 students of all learning levels grades K-5. CGCS is based on a model of serving no more than 22 students per class and three classes per grade level. See Section II E for information about our plan to recruit the number of students as determined by our enrollment plan. Our growth plan is structured to allow us to achieve these goals while maximizing each student’s learning potential.

The CSD 7 overall accountability status under NCLB indicates the district is in Year 6 of needs improvement for student performance in English Language arts (ELA), and in good standing in mathematics, science and the high school graduation rate. Further disaggregation of this data indicates CSD 7 elementary and middle grade students met adequate yearly progress (AYP) as reported in January, 2009, however, none of the nine NCLB subgroups of secondary students achieved AYP in that same year. This data suggests that more attention needs to be paid to strengthening CSD 7 students’ higher order skills at the elementary levels.

The 2010 New York State testing results for CSD 7 are:

| % Level 3 and 4 | Grade 3 | Grade 5 | ELL Gr.3 | ELL Gr. 5 | SPED Gr. 3 | SPED Gr.5 |
|------------------------|----------------|----------------|-----------------|------------------|-------------------|------------------|
| Math | 36.2 | 40.8 | 24.6 | 28.3 | 19.4 | 20.7 |
| ELA | 30. | 26.1 | 21.4 | 12 | 12.5 | 8 |

The district serves approximately 8,000 kindergarten through fifth grade students in 17 traditional public schools and 8 public charter schools. While CGCS acknowledges the growth and gains in student performance data, there remains a great need in CSD 7 for a quality public school option for elementary students, including those with special needs and English Language Learners. The demographic factors of CSD 7 indicate a high probability of students’ risk of school failure, and CGCS intends to address this problem.

In the first year of operation, the school will enroll 132 students in grades K-1, with approximately 66 students in Kindergarten and 66 students in grade 1. These numbers will allow the school to meet its goals to create classrooms of not more than 22 students per room and to maintain both a low student to teacher ratio and an emphasis on individualized instruction. In its early years, it is important for the school to maintain a relatively small size, because the intimate scale of CGCS will contribute to creating a positive learning environment that fosters student growth and achievement. Strong leadership and faculty/staff training will create a foundation for a sustainable school that is able to reach its accountability goals and achieve its mission.

Research and data indicate that the earlier a student is engaged and challenged in a supportive learning environment, the more successful that student will likely be. By following this practice, CGCS’ teachers will positively impact each student’s learning habits while he or she is still in the early stages of development. Our teachers will work with our students throughout their formative elementary school years to develop core skills, both academic and social.

Each year, the school will add one additional grade level, resulting in a total enrollment of 368 children in grades K-5 by the fifth year of operation. We have assumed an attrition rate of 8-10%, based on information from New York State United Teachers report (NYSUT April 27, 2010) and other New York City charter schools. CGCS will not back-fill seats past grade 3 so that each child experiences at least two years as a CGCS student within our learning model and culture, in order to maintain consistency and ensure performance gains. CGCS believes that its maximum enrollment of 368 children will optimize the learning environment for its students by allowing the school to continue to provide small class sizes and individualized instruction at each grade level, despite growth.

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Based on the CSD 7 data, as well as individual school report cards and waiting lists, the enrollment targets described above are realistic and attainable, and the enrollment strategy responds to parent demand, district-wide data and overall New York City need. CGCS plans to begin enrolling students in kindergarten and first grade so that the students can achieve optimal success by participating in a high-quality educational environment, and reversing the trends of academic failure in CSD 7. Our enrollment strategy responds to parent demand, district-wide data and overall New York City need. We know that the earlier we start with students, the more successful their educational outcomes and the more likely to effect change. Students will also have the chance to engage in a culture that is created to support accomplishment of our mission.

CSD 7 has historically been a district in need of improvement demonstrated by being in the sixth year of improvement in English Language Arts, a 21% turnover rate of all teachers, consistent failure to meet AYP among the sub groups of students with disabilities, English Language Learners and economically disadvantaged students and consistent failure to have the majority of students score proficiency on State assessments.⁷ According to a July 2007 Audit of CSD 7's Written, Taught and Tested Curriculum, data shows that: (i) systems lack in providing adequate professional development, (ii) teachers have insufficient opportunities to adequately support the needs of ELL and students with disabilities, (iii) there is very limited use of best practices and research based practices in the classroom, (iv) unclear district level guidelines and expectations for the curriculum, (v) an inability to effectively analyze and use data to drive instruction.⁸ This information provides further evidence of the need for a high quality public school option that will meet the educational needs of the target population- a population that has continuously been cheated. CGCS has been developed with this need guiding its creation and the commitment to reversing this trend.

Our curriculum (detailed in Section IA) is consistent with our mission and core values. It comprises rigorous content and innovative instructional strategies and provides our students with strong academic and social skills in preparation for middle school and beyond. Specifically, our curriculum is rigorous and sets a high bar for student learning and performance. Similarly, all content and performance standards will be aligned with resources and instructional materials, instructional strategies, formative and summative assessments, and with teacher professional development and performance goals. As such, the expectations of our faculty are clear, transparent and high. We will provide various access points for our parents and primary care givers to support all children's learning. This will include at-home activities sent home by every teacher and frequent communication using various methods between school and home. Lastly, our curriculum will provide students with experiential learning opportunities in the classroom and explorations of the school's surrounding community, through visits from guest lecturers, and (funding permitting) through field trips and site visits.

D. Assessment: CGCS will build a data-driven culture in which assessment of student performance and progress towards mastery are essential in determining our overall proficiency and success. Consistent and ongoing review of data and assessment results will drive key decisions, including selecting curriculum, refining instruction, creating targeted professional development and improving academic outcomes.

Use of assessment data to guide instruction will enable teachers to determine needs for remedial assistance or acceleration, to develop and achieve Accountability Plan goals, and to make changes or improvements to the school's curriculum. The school's Director of Curriculum and Instruction (DCI) and Special Education Coordinator (SEC) will analyze and store data electronically through the use of our Student Information System. They will coach and train teachers to analyze data and to interpret the data to drive instruction, helping our faculty to understand the significance of their accountability as educators in meeting students' goals and how their development as professionals ties to student progress. The variety of assessment tools and techniques we intend to use will ensure that all of our students, each with varying learning styles, are given the opportunity to achieve to their fullest potential.

Students will be assessed on an ongoing basis, using multiple measures of student performance. The results of the assessments will inform faculty about progress towards meeting all New York State academic achievement standards.

⁷ <https://www.nystart.gov/publicweb-rc/2009/17/AOR-2009-320700010000.pdf>

⁸ http://www.p12.nysed.gov/accountability/AOC/finalreports/2043_District7finalreported.pdf

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Our assessment system will include:

- Baseline and screening assessments
- Formative assessments including teacher observations, data collection, conferencing, checks for understanding and check-ins
- Summative assessments including both school-developed and commercially available tests
- Benchmark and predictive assessments to identify performance gaps and determine re-teaching and/or instructional modifications
- State assessments: all NYS tests and Alt tests as required by grade level
- Frequent communication with parents
- Data collection, reporting and storage
- Appropriate reporting to regulatory authorities as required by federal and state law

Nationally- normed and school developed assessments will be used to:

- Track progress of individual students
- Track progress of the class as a whole to drive instruction
- Provide insight into teacher effectiveness
- Evaluate the curricula's overall efficacy
- Yield data for use in discussions with various stakeholders
- Determine progress towards Academic Achievement Goals

State tests and other standardized tests will be used to:

- Evaluate the curricula's overall efficacy
- Identify areas for further interventions
- Determine professional development needs.

By using a variety of assessments and analyzing them through criterion referenced data and through comparative and value-added measures, the DCI, along with support from the SEC and the faculty, will be able to measure and track over time, individual and cohort progress. The data will be readily available and accessible so that it can be disaggregated to measure various cohorts' progress (Ex: grade, class, ELL, and Special Education cohorts). Time will be structured into the schedule in order to give the DCI the opportunity to analyze data, lead discussions, conduct reviews, and work with teachers in order to implement change as soon as needed.

The curriculum framework, lesson planning and assessment design will be included in our professional development activities during our Summer Institutes and will be evaluated and adjusted on an ongoing basis during the school year.

In order to monitor our progress toward educating our students and meeting the challenging New York State achievement standards, we have established the following assessment targets and methods:

- The NYS Assessment of English Language Arts exam will be administered annually to all students in grades 3 – 5, and 75% of all tested students who are enrolled in at least the second year at CGCS will perform at or above Level 3.
- Each year, the school's aggregate Performance Index (PI) on the NYS Assessment English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the New York State No Child Left Behind (NCLB) Accountability System.
- Each year, every grade level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Assessment English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam.
- Each year, the percentage of all tested students who are enrolled in at least the second year at CGCS and are performing at or above Level 3 on the NYS Assessment Mathematics exam will be greater than that of students in the same tested grades in Community School District (CSD) 7.

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- Each year, 75 percent of all tested students who are enrolled in at least their second year at CGCS will perform at or above 75 percent on the Scott Foresman social studies and science unit tests.
- We will utilize informal testing practices – such as comprehension checks, regular student conferences, teacher-developed formative and summative assessments, such as spelling tests and writing prompts – on a daily, weekly and/or monthly basis.

Required Assessments: As required by law, we will participate in all required New York State testing. We understand that these tests will be used to report Adequate Yearly Progress (AYP) under NCLB. To ascertain possible student performance gaps, and in preparation for the state tests, we are also considering the administration of predictive tests. Below is a list of possible assessments and assessment systems, which were described in our Prospectus. They will be utilized to create individualized goals for each student and will be captured in the Board Data Dashboard, each classroom’s data binders and each student’s individual Common Ground Plan.

- Children’s Progress Academic Assessment
- DIBELS (The Dynamic Indicators of Basic Early Literacy Skills)
- TerraNova
- DRA (Developmental Reading Assessment)
- Running Records
- Teacher Designed Assessments
- Student Portfolios
- Anecdotal Records

In addition to the state assessments and CTBS TerraNova in Reading/Language Arts and Mathematics, CGCS students will be required to take a series of tests throughout the school year to measure baseline achievement and ongoing performance growth. CGCS will ensure that all appropriate measures are taken for English Language Learners, students with IEPs, and students with 504 modifications. The Special Education Coordinator will be responsible for tracking information concerning students with special needs requiring accommodations and for training and overseeing staff administration of assessments. For students who require testing accommodations, CGCS will make certain that specific modifications are prepared in accordance with each student’s IEP.

Below is a partial assessment calendar, for Grade 2, which will be used as a template for all grades and assessments. It aligns specific grade levels with specific assessments, their frequency and their purpose and measure.

| Grade Level | Administration Month | Assessment | Purpose and Measure |
|--------------------|--------------------------------------|--|---|
| Grade 2 | September June | CTBS TerraNova Reading/Language Arts, Mathematics, Science & Social Studies <u>Baseline:</u> administered September of each school year to all students grades K-5 <u>Benchmark:</u> administered June of each school year to all students grades K-5 | <u>Benchmark:</u> Nationally- normed, NYS Learning Standards aligned, provides student performance comparisons |
| Grade 2 | September January May | DIBELS <u>Baseline:</u> administered to all incoming K-1 students <u>Benchmark:</u> administered throughout the school year to all students grades K-2 | <u>Baseline & Benchmark:</u> provides a set of standardized, individually administered measures of early literacy development. |

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| | | | |
|---------|--|--|---|
| Grade 2 | October December February April June | Interim Assessments (to be determined or developed by the DCI and collaborative faculty) <u>Benchmark:</u> administered every 6-8 weeks throughout the school year to all students grades K-5 | <u>Benchmark:</u> These assessments will be comprised of test items and performance observations using established rubrics based on the NYS Core Curriculum to ensure a value measure of student achievement and reliable and consistent scoring. |
|---------|--|--|---|

Promotion in the Elementary Grades: Beginning in kindergarten, we will promote a student to the next grade level if s/he has met the minimum grade level requirements for those assessments administered prior to third grade. Additional factors will be considered in determining whether students in grades three to five have met grade level standards. These include student work, performance on commercial unit tests and teacher-developed assessments, data from the Common Ground Plan and faculty recommendations. Students’ performance on selected benchmark/interim assessments, teacher-developed tests, unit tests and a score of “Proficient” on the NYS ELA and Math tests will be included in the final grade promotion decision. (Exit Standards are detailed in Section I A)

In order to graduate from CGCS, or be promoted to middle school, students will not only need to demonstrate academic success (as described above), but also the social, emotional, organizational and developmental skills that they will need for middle school. We believe that the school’s supportive environment, and the caring faculty and staff, will enable students to grow, mature and develop into independent global leaders, prepared for the transition to a high quality middle school. CGCS’ culture and mission will guide students throughout their elementary years, teaching and modeling the appropriate skills. In the higher grades, school routines will be adapted to better model the middle school schedule and work load.

E. School Climate and Discipline: A school culture that celebrates diversity and promotes self-respect and respect for others is essential for academic success. Without a safe, orderly, and respectful environment, children cannot learn. CGCS will impose high expectations for student behavior and a strict discipline policy to ensure that our students act appropriately at all times and are always in a safe, structured environment. CGCS will take a preventive and pro-active approach to discipline that will promote appropriate behavior and help remove obstacles to learning.

Because we believe that good behavior, like academics, must be taught and reinforced over time, CGCS will use a warm-strict approach to discipline. We believe that small things matters; therefore, even minor infractions will not be tolerated. Students cannot be expected to learn if they do not feel emotionally and physically safe in their learning environment, thus CGCS will have a zero tolerance policy towards bullying. CGCS will adhere to the IDEA’s discipline guidelines (see <http://idea.gov/explore/home>) for situations involving a student with an IEP (Individual Education Plan) or a student identified as in need of a review for an IEP. The goal is for students to become self-disciplined and self-directed individuals who respect themselves and others who make up the community around them.

CGCS will establish a Code of Conduct and a Disciplinary Policy that clearly defines expected and prohibited behavior. These will be part of the Student Policy and Procedure Handbook that will be developed by August 2012 and distributed to all faculty, staff, parents/guardians and students. During the summer faculty training session, teachers will be provided with extensive professional training on effective discipline, good behaviors, and productive routines. Teachers and staff will continuously model appropriate behaviors for students and use preventive and positive strategies.

During student orientation, students will be taught effective discipline and good behaviors, which will be reinforced throughout the school year through clear, consistent, and well-established classroom routines. Students will be

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expected to adhere to the Code of Conduct, which includes the Uniform and Attendance Policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, as well as walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored event.

A violation of the Code of Conduct will be a punishable offense. When a student fails to adhere to the Code of Conduct or does not meet the CGCS' standards for acceptable behavior, despite the positive and preventive strategies, CGCS will respond and intervene with specific penalties in order to maintain a safe and productive learning environment for all students. Serious misconduct outside of the school is considered a school disciplinary offense when evidence exists that the student's continued presence at the school would have a significant detrimental effect on the school.

Research shows that "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. . . schools would need to increase per-pupil spending by more than \$1,000 in order to achieve the same results that are gained with parental involvement." Therefore, the "we're all in this together" culture, with a common goal of helping our students reach their full potential will consistently guide our school.

CGCS will model and create numerous opportunities for parents and families to have a voice in the life of the school. Our school leaders and staff will work to create an inviting, welcoming and supportive environment that is accessible to all parents who, regardless of ethnicity, socio-economic status, gender or culture, will be treated with respect and equality. We will achieve this by building a culture of Home-School Collaboration and an open environment that will be fostered through:

- developing a community of respect with a common goal of helping our students reach their full potential by engaging parents through school events and regular teacher communications;
- creating an infrastructure that confirms each parent's receipt, understanding and response to home/school communications and encourages interaction that will be monitored by our social worker;
- encouraging parents to contribute to and attend learning and performance milestones celebrated by our school by offering events at different times of the day;
- encouraging parent to contribute and listening to their opinions;
- working in partnership with parents to support student learning both in school and at home by providing access to school leadership and faculty and by offering periodic workshops regarding at-home education and skills development designed to reinforce classroom learning and achievement; and
- helping parents to understand and be successful in their role as advocates for their children through workshops sponsored by our Parent Teacher Organization, Parent Support Group, and/or Parent Literacy Groups.

Upon registration at CGCS, parents will be required to sign a Memorandum of Agreement committing to support their child's learning both at home and at school. While not legally binding, we hope that families will stand behind and live by it because they too believe in its principles. Our culture of celebrating diversity will extend beyond the classroom walls and include our home-school collaboration efforts. We will use multiple means of communication in multiple languages to engage our parents, including, but not limited to, a weekly newsletter, student blogs, email and classroom mailboxes.

CGCS will recruit parents to serve on the Parent Teacher Organization (PTO). Parents will be encouraged to participate in school activities including fund raising, field trips, programs for parent literacy and community outreach. PTO events will be scheduled with consideration of parents' and guardians' work and other personal commitments to ensure their full engagement and participation. A calendar for the year's events will be issued at the start of the school year to enable parents and guardians to plan ahead. The PTO will be involved in the governance of the school by having a designated seat on the Board. We also intend to establish a Parent Support Group and a Parent Literacy Group, or others as needed.

At CGCS, open communication, a culture of respect and high expectations will guide us to the achievement of our mission. CGCS will have an "open door" policy for parents and key stakeholders. All faculty and staff will be

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expected to know our students and families. We will be able to gauge satisfaction on a daily basis through informal contact with all stakeholders and quick and thoughtful responses to questions and concerns. Clear lines of communication will be established among the Board, school faculty and staff, school leaders and families. In accordance with the Charter School Act, formal grievance procedures will be established. Family and student survey results, both DOE-mandated and school-created, will also gauge our success. School leadership and the Board will use these results to guide decision making.

All faculty and staff will be expected to know our students and families. Our expectation is that the school's supportive environment, and the caring faculty and staff, will enable students to grow, mature and develop into independent global leaders, prepared for the transition to a high quality middle school. CGCS' culture and mission will guide students throughout their elementary years, teaching and modeling the academic, social and organizational skills necessary for the middle school transition and beyond. In the higher grades, school routines will be adapted to better model the middle school schedule and work load. Our social-workers, school psychologists, and teachers will be a supportive team throughout the transition to middle school and will be available to guide the families through the middle school choice process. We believe that our graduates will leave CGCS with the strong foundation to be better prepared for not only middle school, but a career as a life-long learner.

At CGCS, open communication and a culture of respect and high expectations guide us to the achievement of our mission. We will be able to gauge satisfaction on a daily basis through informal contact of all stakeholders and quick and thoughtful responses to issues and concerns. Clear lines of communication will be established between the Board, school faculty and staff, school leaders and families. In accordance with the Charter School Act, formal grievance procedures will be established. Family and student survey results, both DOE mandated and school created will also gauge our success. School leadership and the Board will use these results to guide decision making.

II. ORGANIZATIONAL PLAN

A. Governing Body

Board of Trustees: The Founding Group has a clear understanding of the roles and responsibilities of charter school trustees and has developed an effective plan for governance and management of the school. The over-arching charges of the Common Ground Charter School's Board of Trustees are to set the strategic direction of the school, establish the school's policies, procedures and monitoring systems; evaluate the performance of the co-leaders; and ensure charter adherence and compliance with all federal, state and local requirements -- all in accordance with Charter School Law.

The Board will provide strong governance oversight and strategic leadership, leaving the day-to-day management of the school to the co-leaders and the administrative staff. The Board is responsible for ensuring that the academic program of CGCS is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is, and remains, a viable organization. The Board of Trustees will champion CGCS' mission, demonstrating a commitment to improving the educational outcomes of our student population by contributing their time and their varied areas of experience and expertise to the school.

The governing board will be a group of nine (9) to fifteen (15) individuals who will enhance the school with their varied skill sets and diverse backgrounds. While Board membership may vary at times, the Board will always encompass an odd number of representatives, for voting reasons; number no fewer than nine members; and reserve one position for a parent of an enrolled CGCS student(s). The Board will be composed of members with experience in finance, facility development, fundraising, legal affairs, personnel management/ human resources, and education, as well as members of the community. Each parent/guardian of a student enrolled in CGCS will be a member of the Parent Teacher Organization (PTO), and the president of the PTO will serve as a representative on the Board of Trustees. As a Trustee, the PTO president will serve as a link between the parent body and the Board, sharing their ideas and concerns. Members of the Founding Group will comprise the initial pool from which the Board of Trustees will be selected.

Trustee Job Description: CSCG' Board of Trustees is charged with setting the strategic direction of the school; adopting by-laws and a code of ethics; creating policies and procedures; establishing effective school monitoring

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systems; and ensuring charter adherence and compliance with all federal, state and local requirements. The Board will provide vigorous governance and is responsible for ensuring that the academic program of CGCS is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is, and remains, a viable organization. The Board will champion CGCS' mission, demonstrating a commitment to improving the educational outcomes of our student population by contributing their time and their varied areas of experience and expertise to the school.

The Board has the following specific responsibilities:

1. Be an active advocate and ambassador for CGCS.
2. Work collaboratively and contribute to the effective operations of the Board.
3. Attend Board and committee meetings.
4. Analyze school performance data via the Board Data Dashboard, in order to monitor and evaluate school's performance and maintain accountability.
5. Select, support and evaluate the performance of the co-leaders.
6. Help create measurable goals and strategic plans.
7. Monitor the school's finances, manage resources effectively, approve the annual budget, provide for an annual independent audit, and ensure fiscal viability.
8. Recruit and orient new board members and assess board performance.
9. Develop fundraising strategies and ensure adequate funds.
10. Participate in school activities to establish stakeholder relationships and as a resource for students and families.
11. Maintain positive relationships and promote CGCS' role as an effective community partner.
12. Ensure legal and ethical integrity of the school and compliance with New York and Federal Law.

Individual members of the Board of Trustees will have the following characteristics:

1. Possess expertise or skills that they will utilize on behalf of CGCS.
2. Reside or work in New York City.
3. Represent diverse backgrounds and experience.
4. Demonstrate a passionate commitment to CGCS' mission and core values.

Plans for Strategic Direction, Performance Monitoring, Succession Planning, Leadership, Accountability and Ensuring Demand for the School:

The Board of Trustees, in collaboration with the co-leaders, has the significant responsibility to provide sound oversight to ensure CGCS' long term high performance and success. The Board is responsible for:

- Planning for Strategic Direction
- Performance Monitoring
- Succession Planning for the Board and Leadership
- Leadership Accountability and Evaluation

The Founding Group will develop the committee structure of the future Board. The Board of CGCS will develop policies and procedures for both governance and operation during the planning year. The responsibilities of and relationship between the co-leaders and the Board will be clearly delineated. The Board is responsible for establishing policies in the areas of personnel, educational program, financial management, student discipline, organizational performance, and other areas as required by New York State and/or Federal Law. After receiving our charter, and when the Founding Group transitions to the Board of Trustees, our By-Laws will be adopted.

B. Founding Group Composition:

Stephen Anderson is a long-time resident of the Bronx and has, for the past 21 years, served as the Director of Operations in the Research Unit of the NYC Office of Management and Budget. Mr. Anderson has worked diligently for the city and specialized in the areas of productivity, foster care, and homeless, NYPD, FDNY, criminal justice agencies and other public service departments. Mr. Anderson has dedicated his work to public administration and urban centers. He is a strong advocate for improving the quality of public schools in New York City and, more specifically, the Bronx. Mr. Anderson received his Master's Degree in Public Administration from SUNY Binghamton and his BA from the University of Minnesota. Mr. Anderson is a CGCS Founding Group member.

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Karen Boyd (Co-Lead Applicant) is a partner at Butler Rogers Baskett Architects in New York City. The focus of her 25 years of professional experience is the planning and designing of schools. In the past five years Ms. Boyd has worked with nearly a dozen K-12 institutions, seven of which are located in New York City. She is a licensed architect and a LEED accredited professional. Ms. Boyd serves as a Director on the Youth Foundation Board (a small non-profit that gives tuition grants to college-bound seniors). Ms. Boyd sat on the Board of Second Street Gallery in Charlottesville, VA for five years, two of which she served as President, and also served on the Paramount Theater Restoration Board in Charlottesville. Ms. Boyd received her Bachelor of Arts from Smith College and Master's Degree from the University of Virginia. Ms. Boyd has had the opportunity to familiarize herself with the CSD 7 community and intends to continue on with CGCS as a Board member.

Leslie Brown (Co-Lead applicant) is a marketing and business development professional at the law firm of Weil, Gotshal and Manges LLP in New York City. Prior to her marketing career, Ms. Brown was a transactional, litigation and knowledge management attorney at several international law firms. Ms. Brown served as pro bono counsel to a large number of clients. Before her career in law, she spent twelve years as a software systems consultant serving clients around the world. Ms. Brown previously served on the boards of the East Bay Community Law Center, a non-profit provider of legal services to low-income clients, and the McCullum Youth Court, and alternative sentencing program for first time juvenile offenders, where she frequently sat as a judge. Currently, Ms. Brown serves on the Steering and Impact Committees of Women United in Philanthropy, a leadership network of the United Way of New York City, and is a coach for the Edward R. Murrow High School mock trial team. Ms. Brown received her Bachelor of Arts from Brown University and her J.D. from University of California at Berkeley.

Karen Cohen has more than 17 years of teaching and administrative experience. Prior to entering the field of education, Karen worked as a drama therapist working with adolescents in foster care. Ms. Cohen has experiences in planning and implementing professional development workshops for varied level of educators. The professional educator lessons included Palm Pilot technology for the Dynamic Indicator of Basic Early Literacy Skills (DIBELS), developing math and English Language Arts portfolios for students in grades kindergarten through five. In addition, she has experience in applying New York State curricula standards and developing stronger student reading and writing techniques, using various skills and strategies. Further, she has specific experience teaching English Language Learner Standards for Monolingual Classroom Teachers and the Using the Sheltered Instruction Observation Protocol (SIOP) Model for Improved Classroom Instruction. Ms. Cohen was also an English as a Second Language teacher. Currently, as the Director of UCP/ NYC Manhattan Children's Program, her work allows her the opportunity to work with children who are developmentally delayed, physical delayed and speech and language delayed. In doing so, she has been able to make curricula decisions based on the needs of all students while aligning standards to the current teaching practices all the while meeting the mandates of each child's Individual Educational Plan (IEP). Ms. Cohen is committed to improving urban education and plans to continue on with CGCS as a Board member. A native of Los Angeles, she is a graduate of the Los Angeles public schools. She received a B.A. from California State University, Long Beach in 1984 and a Masters in Drama Therapy from New York University in 1995 and an Advanced Certification in Administration/Supervision from Hunter College in 2002.

Rosanne Ferber-Lerner is a Bronx native for the past fifty five years. She has been a practicing pediatric Speech and Language Pathologist (SLP) for the past thirty two years. Mrs. Ferber-Lerner presently serves as SLP at Barnard School for the City School District of New Rochelle. She has served as the alternate chairperson for the Committee of Pre-School Special Education and chairperson for the Subcommittee of Special Education. Prior to this Mrs. Ferber-Lerner worked for the New York City Department of Education in similar capacities. Mrs. Ferber-Lerner has experience with school budgeting, developing IEPs and creating workshops for staff and parents. Her degrees include New York State PD in School Administration and Supervision from Pace University, MA in Speech Pathology from New York University and BA in Speech and Hearing Sciences, with a double minor in sociology and psychology from the State University College at Cortland.

Jennifer Gentile is a NYS certified dual certified elementary education teacher, a play therapist, and an experienced project manager that advocates for children on the autism spectrum. Mrs. Gentile volunteers her time to help train parents, develop treatment programs, as a lecturer, and a homebound Eucharistic Minister. She is also a certified adult and children's yoga instructor who currently runs a volunteer program for a local Bronx nursery school. Mrs. Gentile

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has worked as an ABA therapist, SEIT teacher, and Early Intervention Special Instructor. During this time, she delivered one-to-one therapy aimed at engaging and developing children with special needs throughout the Bronx. Mrs. Gentile graduated Summa Cum Laude with a B.A. in Political Communication from the University at Albany and an M.A. in Special Education from Mercy College. Mrs. Gentile resides in the Bronx with her husband and two young boys and is committed to CGCS as a Founding Group member.

Bruce Kaufmann is Vice President of Development for the New York Junior Tennis League and Director of Development for Sports and Arts in Schools Foundation. The two are sister after-school organizations that together serve more than 150,000 New York City students (K-12). Dr. Kaufmann has served as fundraiser for a wide variety of education and other non-profit organizations in the New York City region. He holds a Ph.D. from the University of Toronto, Toronto, Ontario. Dr. Kaufmann has taught at the University of Toronto; Hamilton College, Clinton, NY; and New York University, New York, NY. Dr. Kaufmann has strong ties to the Bronx community, and the greater NYC education system as a whole, and hopes to continue to serve as a Board member for CGCS.

Nicholas Kurian is the President and founder of Kurian Consulting, LLC based in New York City. Kurian Consulting aims to bolster teachers' skills through world-class test preparation and counseling curricula and to facilitate their work with innovative software. Mr. Kurian was a Bronx high school teacher who maintained high Regents scores for his students and prepared students for the college process. He brings expertise in leadership and teacher training from his time at Kaplan and his time as a Regional Director for Junior Achievement with the United States Peace Corp. Mr. Kurian also founded the Center for Entrepreneurship, a non-governmental organization that offered low-cost education and information technology training. Mr. Kurian has a BA from Wesleyan University and did his Peace Corps service in Benin, West Africa. He is strongly connected to urban education and specifically the Bronx.

Katharine MacManus has been a special education teacher for seven years in NYC, in both self-contained and inclusive settings. Ms. MacManus has a background in both planning and implementation of differentiated curricula using assessment driven instruction, and multisensory practices. Ms. MacManus received her BA from The George Washington University and her MA in both Early Childhood General Education and Early Childhood Special Education from Teachers College, Columbia University. In addition, she will be leading the 2011 teacher-training program for the Honduran teachers from the Hearts for Honduras School, in La Entrada through the *Hearts for Honduras* non-profit organization based in the United States. She is committed to urban and multi-cultural early childhood education, and will serve as a Board member.

Katerina Papavassiliou McTiernan is first generation American. She was born to Greek immigrant parents and learned to speak, read and write English in Bronx public schools. She attended Fordham University for both undergraduate and graduate school. She earned a BA in philosophy and political science and an MST in elementary education. Her educational administrative degree was earned through the College of St. Rose. She has taught in both inner city and suburban school settings for 16 years. She has served on numerous committees and in various leadership roles. She is very committed to ensuring that children with special needs are offered the opportunity to receive a quality education in their neighborhood schools along with their mainstream general education peers, and hope s that serving on the Board of CGCS will be one way to accomplish her personal mission.

Roger Perry-Stovall is an academician with twelve years experience in higher education including instruction, curriculum and program design and management. His expertise lies in developmental education and preparing under-prepared students for college level work. Mr. Perry-Stovall possesses an educational philosophy and delivery of service which demonstrates an appropriate balance between creativity, sensitivity and practicality. Mr. Perry-Stovall received his Bachelor of Arts from Bucknell University and a Master's Degree in Applied Math from City College, New York, NY. Mr. Perry-Stovall has a commitment to public education and to giving back to his own community, and as such, intends to continue his CGCS involvement as a Board member.

Corey Riley has been a special agent with the FBI in Philadelphia and New York City for the past five years. In this capacity, he has worked on various types of investigations including Terrorism, Bank Robbery, and Public Corruption. The majority of his time is spent on White Collar Crime investigations. In addition, Mr. Riley organized a corporate fraud conference involving public companies in the Philadelphia area, and is currently a member of the

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FBI's Corporate Fraud Response Team that travels around the country to work on major White Collar cases. Prior to his career with the FBI, Mr. Riley worked as an equity trader for a financial services company and in an operations role for a technology startup company. Mr. Riley holds a Bachelor of Arts in Economics from Princeton University, an MBA from Boston College and a Master's Degree in Accounting from Rider University, Princeton, NJ. Mr. Riley is committed to improving the safety and quality of urban schools, specifically increasing the use of technology as a tool to help close the achievement gap. Mr. Riley is a Common Ground Charter School Founding Group member.

Megan Starkey recently worked as a Policy, Advocacy and Communications coordinator at the NYC Charter School Center where she supported the Senior Vice President and served as the project manager for the organization's rebranding. Previously, she worked part-time as a program assistant to the director and assistant director of the Collaborative on Academic Careers in Higher Education (COACHE) Project at the Harvard Graduate School of Education while completing her graduate studies. Megan holds a Master's in Education Policy and Management from the Harvard Graduate School of Education and a BA in Political Science and Spanish from Middlebury College. Ms. Starkey has dedicated her professional career to assisting in improving educational policy in urban settings and plans to serve on the Board of CGCS.

At present, the Founding Group brings a wealth of knowledge and experience to the charter process. Collectively, we demonstrate:

178 years of professional work experience in the following industries: administration, education, law, business, finance, real estate, non-profit

111 years of experience working with children in urban communities

90 years of teaching experience (all grades, urban and suburban settings, Special Education & subject specialties)

40 years of non-profit Board experience

151 years of connection to the Bronx.

In addition, the Founding Group of CGCS has secured pro-bono legal counsel from of Davis Polk to assist with all legal matters related to opening and operating a public school.

Ongoing recruitment is essential to the success of CGCS. To date, efforts have included community meetings, word-of-mouth, advertising on local organizations' websites and social networking. Our efforts thus far have yielded a diverse, dedicated and committed group who will continue to work together and fill additional areas of talent and need. As CGCS' plan is honed and as our work scope becomes more targeted, we will seek out mission-aligned individuals who can bring expertise and skill sets to round out and address both our strengths and our deficiencies.

The PTO will be involved in the governance of the school by having at least one designated seat on the Board which will be held by the president of the PTO, or other parent elected through the PTO. The bylaws delineate the scope of responsibility and areas in which the PTO representative will have to recuse him/herself from a vote. The PTO is voluntary and open to all parents and guardians of students. Through the "open door" policy of the school the parents will be afforded regular contact and interaction with the co-leaders and Board regarding policies and procedures. When committees are formed for a specific purpose, the PTO will be asked to participate.

While the co-leaders will have overall administrative responsibility of CGCS, school governance will be actively carried out by all. Parents, teachers and students will play a major role in the day-to-day functions of the school. In keeping with the spirit of Education Law 2851(2)(c), faculty and staff will continually participate formally and informally in decision making. All staff are free to attend public meetings of the Board and can meet with or make recommendations to the Board individually or as a group. All staff will be held accountable for the attainment of goals and meeting or exceeding performance measures. The co-leaders will be responsible for informing members of the school staff about matters discussed by the Board.

Procedures for Monthly Board Meetings: All Board meetings will be open to the general public, subject to the exceptions described below, as required by the Open Meetings Law (Article 7 of the New York State Public Officers Law, pursuant to Education Law §2854(1)(e). For the purposes of this policy, a "meeting" shall be understood as any scheduled or unscheduled gathering of the school's Board of Trustees to conduct school business at which a quorum

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of the Trustees shall be present, which includes being present by videoconference. The Open Meeting Law shall apply to meetings of committees and subcommittees of the Board.

The school will post a calendar with all Board meeting dates in the lobby of the school and on the school's website. For Board meetings scheduled at least one week in advance, the school shall publicize such meetings to the general public in the following manner:

- Notice of meeting will be posted prominently at the school, the school website and in the local press.
- Notice will be posted in public locations at least 72 hours in advance of the scheduled meeting.
- Notice will be given to the PTO president with a request to disseminate the information as he or she sees fit.

C. Management and Operation: CGCS' organizational structure (Attachment 10) provides a clear delineation of the roles and responsibilities for administering the daily activities of the school. The key leadership positions of the school will be divided between a business position, Director of Finance and Operations and an academic position, the Director of Curriculum and Instruction. Separating these functions protects the academic, as well as fiscal and operational soundness of the school. The presence of a strong administration and educational leader is necessary to ensure a school is successful. Both positions require an ability to make decisions under pressure, to be detail oriented, to have a strong belief and commitment that all students can succeed, and to demonstrate a balance between consensus building and decision making. CGCS has separated these functions so the school can benefit from having the best and highest quality candidates in the key roles. In addition, the leadership team will be rounded out by the Special Education/ELL Coordinator. CGCS believes that both the Director of Finance and Operations and the Director of Curriculum and Instruction should value life long learning and understand the importance of partnerships in all arenas.

Director of Finance and Operations (DFO): The DFO will be responsible for the administration of the school and have overall responsibility for all fiscal and operational matters. The DFO will oversee external relations, board relations and lead the fundraising initiatives and report directly to the Board.

Director of Curriculum and Instruction (DCI): The DCI will be the academic leader of the school. The primary responsibility of the DCI will be to ensure that the curricula and lessons are aligned with the standards and assessments. The DCI will demonstrate excellence in teaching and leadership. The DCI will be responsible for student behavior and discipline issues, developing programs to enhance student achievement and involvement and instilling a sense of commitment and dedication in all faculty.

Special Education/ELL Coordinator (SEC): The SEC will work with students and teachers to ensure that the school is meeting the needs of all of our learners. The SEC will oversee and work within the Response to Intervention (RTI) process so that at risk learners receive the necessary intervention to support their needs. The SEC will work closely with the DCI and related service providers, the Committee on Special Education as needed and the student's family. The SEC will be a critical member of individual student support teams.

CGCS has designed a strong and sound administrative structure. The structure allows the school to implement effective systems for all aspects of its educational program and operations. Under the supervision of the DFO, the school will outsource a variety of back-office functions (e.g. payroll and bookkeeping), to allow the DFO to focus on the multiple operational and fiscal challenges of a new school.

Recruitment Plans: The Board will be responsible for hiring and evaluating both the DCI and DFO, and supporting them by providing the necessary educational resources. The Founding Group has developed detailed job descriptions for the key administrative positions (Attachment 11). As soon as a charter is granted, the Board will circulate the job descriptions in the education community and will start a formal search utilizing known networks such as Teach for America, New Leaders for New Schools, Building Excellent Schools, Teacher U and other high-quality leadership programs. A variety of social media sources will also be used in order to recruit the best candidates for the position.

C.1. Charter Management Organizations: CGCS does not intend to contract with a charter management organization.

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D. Staffing and Human Resources: CGCS’ staffing plan is aligned with our budget and our anticipated enrollment. CGCS will recruit faculty and staff who will bring substantial experience working with urban students and families as well as students of all learning abilities. Our professional development and collaboration with our PTO will include extensive continuing education and training for teachers and staff as well as parents and Board members. The qualifications for all key positions in the school require experience in general education, special education, and ELL to ensure that all children’s educational needs will be addressed appropriately and completely.

CGCS will screen for highly qualified staff through a selection process that will include written applications, personal interviews, teaching in action (when possible) and reference checks. We will utilize a research driven and result-oriented recruitment process in order to attract the most talented and best-fit individuals. A predetermined set of skills, assets, requirements, and selection criteria will be used in the screening and interviewing process in order to yield the most qualified and highest cultural fit candidate. The following strategies will be used to recruit and retain our teaching staff:

- Networking amongst the New York charter school community
- Networking with local universities and colleges
- Alumni Networks (TFA, etc.)
- New York City Charter School Center
- Recruitment Fairs
- Outreach to schools of education nationally, including those of historically African American colleges and universities
- Ads in print/online newspapers and online education job-banks (K12 Connect, Idealist, etc.)

This selection process helps CGCS find and employ people who are concerned with the success of our students; who want to do a job well; who can carry on their work with skill and ability; who believe in the mission; and who can work well with the team and the co-teaching environment. We seek a teaching staff that will be highly qualified, skilled and experienced. Close attention will be paid to a potential candidate’s aptitude for working with children of all abilities. Extensive background reviews and checks will also be conducted to verify past experiences and ensure the safety of our children. The teaching staff will meet all quality standards of the No Child Left Behind Act.

Staffing Plan: CGCS will employ the staffing model indicated in the table below. The student teacher ratio will range from 11 to 11.6 students to one teacher.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| <u>ADMINISTRATIVE STAFF</u> | | | | | |
| Executive Management | | | | | |
| Director of Finance and Operations | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Deans, Directors and Coordinators | | | | | |
| Director of Curriculum and Instruction | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Special Education/ELL Coordinator | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Director of Data and Assessment | | | | 1.0 | 1.0 |
| Operation/Business Manager | | | | | |
| Operations Manager | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 |
| Administrative Staff | | | | | |
| Elementary School Admin. Assistant | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Total Administrative Staff | 4.0 | 4.0 | 5.0 | 6.0 | 6.0 |
| <u>INSTRUCTIONAL PERSONNEL</u> | | | | | |
| General Ed Teacher | 6.0 | 9.0 | 12.0 | 15.0 | 18.0 |
| Lead Teacher | 6.0 | 9.0 | 12.0 | 15.0 | 18.0 |
| Teaching Assistants | 0.5 | 2.0 | 3.0 | 5.0 | 6.0 |
| Specialty Teachers | | | | | |
| Art/Music/PE | | 0.5 | 1.0 | 2.0 | 3.0 |

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| | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| Reading Specialist | | 0.0 | 0.0 | 0.0 | 0.0 |
| Therapists and Counselors | | | | | |
| SIPS | 1.5 | 2.0 | 3.0 | 4.0 | 5.0 |
| School Psychologist | 0.0 | 0.5 | 1.0 | 1.0 | 2.0 |
| Instructional Coach | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| Home-School Coordinator (Social Worker) | 1.0 | 1.5 | 1.5 | 2.0 | 2.5 |
| Total Instructional Personnel | 15.0 | 25.5 | 34.5 | 46.0 | 56.5 |

In the first year of operation, the school intends to enroll 132 students in grades K-1, with approximately 66 students in each grade level. These numbers will allow for the school to meet its goal of creating classrooms of less than 22 students per room and two teachers in each room- maintaining a low student to teacher ratio, and a focus on individualized instruction. It is important that in its early years the school maintains a more manageable size so that its faculty, students and parents can create a positive learning environment which uses best practice and experience to foster student growth and achievement. Strong leadership, instruction and training in the early years of the program will create a foundation for a sustainable school that is able to reach and sustain its accountability goals.

Research and data indicates that the earlier a student is engaged and challenged in a supportive learning environment, the more likely that that student will be successful. By following this practice, CGCS’ teachers will have opportunity to positively impact each student’s learning habits while they are still in the early stages of development. The teachers will be able to work with students from entry into the school system through the end of their elementary school years, which give teachers the maximum amount of time with a student to develop core skills, both academically and socially.

One of the challenges for charter schools is to be able to operate in a fiscally sound manner while providing a high quality educational experience for the students. The school’s budget and the growth plan submitted will enable the school to meet its educational goals and will result in funding levels that allow for high quality teachers and support staff, an environment that utilizes technology in teaching, school facilities that are safe and conducive to learning and a school that is self sustaining and fiscally viable.

CGCS will seek general education and dual certified general education/special education teachers who have demonstrated success in an urban classroom and in raising academic achievement. CGCS aims to have 100% of its teaching staff certified; however, we will concentrate on finding the most “highly qualified” teachers. We will hire teaching staff that will meet all quality standards of the No Child Left Behind Act. All licensed or certified personnel must be in good standing within their licensing boards. No one with a suspended or revoked certificate or licensure by the state of New York or any other state will be employed. Non-certified personnel will be determined, individually, by the needs of the position. All non-certified instructional personnel will be subject to the same hiring process and background checks as other CGCS staff.

Teacher Evaluation, Retention and Support: CGCS’ assessment (1.D) results will be used to determine professional development needs for individual teachers. CGCS will also develop a teacher evaluation system that incorporates both status and growth data. The purposes of teacher and staff evaluation are (1) to measure performance and continuous improvement and (2) professional development. The process will (i) set annual measurable goals for teachers, including goals relating to student status and growth, (ii) allow for frequent observation and feedback, (iii) include formal teacher observations and meetings, (iv) include individual professional development and growth plans, and (v) provide for annual teacher evaluations. Teacher goals will include student performance and growth goals, as well as individual goals that focus on strengthening weaknesses and building on areas of strength.

CGCS will use student achievement data to recommend professional development plans or instructional goals, as aligned with NYS, during evaluation(s) and as a part of a more formal performance evaluation in order to ensure that high quality teachers are supported and retained.

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CGCS will retain teachers through our commitment to creating a strong professional development plan, a data-driven culture and a community based on respect. Teachers will be supported through schedules that allow for daily common planning, weekly professional development sessions, a collaborative co-teaching model, a commitment to mentoring and an environment that allows for feedback. CGCS intends to create a school environment for staff that is enjoyable and rewarding. The culture is such that all faculty and staff will have a voice. There will be direct access to the school administration and Board of Trustees.

All employees of CGCS will be at-will meaning that there will be no contract regarding the duration of employment. Employees are free to terminate employment at any time, with or without reason. Likewise, CGCS has the right to terminate employment, or otherwise discipline, transfer, or demote an employee at any time, with or without reason, at the discretion of school leadership. CGCS is an equal employment opportunity employer. Employment decisions will be based on merit and business needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, veteran status, or any other factor protected by law. CGCS will comply with the law regarding reasonable accommodation for handicapped and disabled employees.

E. Student Recruitment, Enrollment, and Evidence of Demand: CGCS proposes to locate in CSD 7 in the South Bronx, serving students from kindergarten to grade 5. Sixteen NYC Public Schools serving elementary students and eight charter schools will serve this community and students:

- Academic Leadership Charter School (K-3)
- Bronx Charter School for Children (K-5)
- Bronx Global Learning Institute for Girls Charter School (K-4)
- KIPP Academy Charter School (K-2)
- Mott Haven Academy Charter School (K-2)
- South Bronx Charter School for International Cultures and the Arts (K-5)
- Heketi Community Charter School (K-1)
- New York Montessori Charter School (K-1)

Despite the fact that CSD 7 is already served by eight charter schools, parental demand for an alternative to the district public schools exceeds the capacity of these charters schools as evidenced by their waiting lists. Academic Leadership CS (as of 2010) reports approximately 100 students, Bronx Charter School for Children reports approximately 300 and Mott Haven Academy CS reports approximately 140 students on their waiting lists.

CGCS will target a student population that has a larger than average percentage of English Language Learners and students with special needs and will serve all of our students in a unique learning environment. Our proposed enrollment and retention strategies represent a viable plan for exceeding the targets established by the New York State Education Department for students with disabilities, students who are English Language Learners and students who are eligible to participate in the federal free and reduced-price lunch program (FRPL).

Students with special needs make up 16.3% of the enrolled school population in CSD 7. According to Department of Education (DOE) statistics, NYC charter schools generally contain a lower proportion of special needs students than do district schools — 11.8%, compared with 16.7% citywide.⁹ On average, 90% of students served by the district qualify for free and reduced-price lunch and 17% of these students are English Language Learners.¹⁰ With the highest poverty rate of any congressional district in the United States,¹¹ 35% of all residents are on public assistance (which is more than three times the City's average), 30% live in poverty, 40% are families with children and 50% are families headed by single mothers. In Bronx Community District 1, which encompasses much of CSD 7, almost half of the population resides in units managed by the New York City Housing Authority (NYCHA).

⁹ <http://www.columbiaspectator.com/2010/04/28/special-education-heightens-charter-debate>

¹⁰ The New York State District Report Card Accountability and Overview Report 2008-2009. <https://www.nystart.gov/publicweb-rc/2009/17/AOR-2009-320700010000.pdf>

¹¹ http://www.lisc.org/resources/2004/03/economic_6788.shtml?Social+&+Economic+Development

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As permitted by Education Law Article 56, Section 2854(2) we will seek to fill 30% of each grade cohort (the At Risk Student Cohort) with students who hold an IEP, from their school district of residence, through a random lottery process that is transparent and equitable. Our intent is to help close the achievement gap between those students traditionally identified as at-risk for school failure and their counterparts without risk factors. We will comply with federal law and provide our students who have IEPs with the Least Restrictive Environment (LRE) for learning. Widespread research that shows special needs students who are taught alongside their typically developing peers have better educational and social outcomes than those that are not.

Community involvement is the key to the success of our school and our mission. CGCS will implement a comprehensive and ongoing campaign to build and sustain awareness of the school in the community. Our primary focus will be families in the neighborhoods that make up CSD 7, but our plan includes outreach initiatives in all five boroughs of New York City. Our website and all written material we publish will be in English and in Spanish (and other languages as needed), as will all informational presentations we offer.

Our **Recruitment Plan** includes the following key initiatives:

- Hold meetings with key community, private sector, religious and political leaders to seek support in recruiting students.
- Visit local public and private pre-schools, nursery schools and Head Start programs, and meet with school and program leaders and parent representatives to introduce CGCS.
- Build a relationship with the NYC DOE Committee on Special Education to seek their support in student recruitment.
- Build relationships with local community organizations -- such as Angels, YAI Center for Specialty Therapy and East Side House Settlement -- that serve and represent parents of potential students, specifically families traditionally less informed about educational options.
- Build a Community Outreach Team who will canvas the neighborhoods in CSD 7, including parks, playgrounds, public libraries, supermarkets and faith-based organizations
- Work with the NYCHA to develop a plan for sharing information about CGCS and its schedule for community informational meetings in nearly 30 low income housing units in Community District 1.
- Hold community informational meetings (twice per month in the four months prior to the lottery deadline) in the neighborhoods that are located in CSD 7.
- Develop a bi-lingual CGCS website and update it on a regular basis.
- Launch other electronic social- media initiatives.
- Advertise and place stories in local and City-wide media: newspapers; radio stations; community, agency and institution websites; neighborhood circulars; etc.
- Undertake multiple, targeted direct mail campaigns to families in CSD 7, as well as families seeking educational opportunities in the five boroughs.

Information dissemination and recruitment efforts have already begun and will be ongoing. Our Founding Group will participate in activities planned on behalf of CGCS, and will reach out to their own individual network of friends, family and professional connections to publicize our school. As our leadership and professional staff are brought on board, they will participate in the recruiting effort, making themselves available to meet with parents and families to discuss CGCS' philosophy and unique offerings.

All outreach literature will focus on the key components of our education program including our:

- "All students can learn" approach to teaching and learning;
- Unique educational program;
- Small class size, collaborative team teaching and low student-to-teacher ratios that will ensure that each student receives individual attention;
- Requirements for parent involvement and opportunities for parent engagement; and
- Culture of excellence, accountability, compassion and respect.

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CGCS will target its recruitment and community outreach efforts to seek an annual enrollment of students with disabilities and English Language Learners that is above the average of CSD 7. All materials will be translated into multiple languages. Presentations will be made throughout the community that highlight our beliefs and mission and focus in on our mission and educational program. These efforts will emphasize one-on-one communication, if and when needed, since certain families do not have access to social media, flyers or other traditional recruitment forms.

CPCS' Founding Group is keenly aware of the importance of community outreach and the establishment of relationships with local agencies, corporations, local businesses, education and other institutions and community-based organizations. To that end, Founding Group members have already met with representatives of the following community-based organizations and authorities to provide information about and solicit their input or feedback on the proposed charter school.

- Bronx Borough President's office
- CSD 7 Superintendent, Yolanda Torres
- NYC DOE Region 1 Committee on Preschool Education (CPSE) Chair Rosetta Brown-Lee
- CSD 7 Community Education Council representative, Jennifer Hernandez
- Rose F. Kennedy University Center For Excellence In Developmental Disabilities
- Parent to Parent
- A.N.G.E.L.S
- Volunteers of America
- KEEN (Kids Enjoy Exercise Now)
- Patterson Community Center
- St. Rita Headstart
- Senator Ruben Diaz, Sr.
- YAI Center for Specialty Therapy
- Mott Haven Public library
- BronxWorks

In addition, over 200 signatures have been collected for our petition of support.

F. Community Involvement: CGCS will model and create numerous opportunities for voice amongst all stakeholders, including parents and community members. We will work to create an inviting, welcoming and supportive environment that is accessible to all parents. All families, regardless of ethnicity, socio-economic status, gender or culture, will be treated with the utmost respect and equality.

Parents will sign a Memorandum of Agreement committing to support their children's learning both at home and at school. We hope that this will be a pledge that families will stand behind and live by, because they too believe in the greater benefits. School staff will agree to the same tenets of the agreement- to provide students with a safe, nurturing, high-quality and engaging learning environment, in which the highest standards of professionalism, culture of respect and understanding and accountability measures will guide our work. We will reinforce these efforts through parent and adult educational opportunities and use of multiple communication mediums; including, but not limited to, a weekly newsletter, student blogs, email and classroom mailboxes. All families will be invited to orientation sessions before school opens to introduce them to school culture and policies, regulations and procedures, and receive information on family and pupil support services offered. All materials will be available in multiple languages.

CGCS will encourage parents to join the Parent Teacher Organization (PTO). PTO events will be scheduled in consideration of parents' and guardians' work and other personal commitments to ensure their full engagement and participation. The PTO will be involved in the governance of the school by having a designated seat on the Board. The PTO is voluntary and open to all parents and guardians. Through the "open door" policy of the school the parents will be afforded regular contact and interaction with the leaders of CGCS and Board of Trustees regarding policies and procedures. CGCS will ensure effective parent involvement by (i) focusing on parent communication,

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(ii) creating a parent literacy program, (iii) establishing a parent support group, and (iv) making a continuous effort to have parents as our partners.

The Founding Group will seek to establish strategic alliances and partnerships with organizations that can provide after school resources, sports and recreation, mental health resources, professional development for our faculty, and in-kind resources that support teaching and learning.

Successful schools have the strong backing of the community and CGCS will work to solidify its position as a valuable community resource. As part of the community involvement plan, CGCS will have public monthly meetings with parents to discuss the current state of school affairs. We will also hold informational programs on topics suggested by parents, which will be open to all members of the community. Another main element of our community outreach involves educational networking with other currently established charter schools. Forming these partnerships is essential to creating open communication and frequent opportunities for sharing. CGCS intends to be a leader in the community in terms of academic success, parent involvement, community support and innovative approaches. Our Board of Trustees will work to (i) strengthen relationships, (ii) offer assistance and resources, (iii) build bridges between stakeholders, (iv) establish meetings and a network of support, (v) create professional development and community engagement opportunities.

III. FINANCIAL PLAN

A1. Charter School Budget and Cash Flow Template: (Detailed Excel budget and cash flow in Attachment 17)

Start-Up Budget Funding Assumptions: Common Ground Charter School intends on applying for all competitive public grants including the Federal CSP grant, and State Stimulus Funds. However, as these grants are competitive, and current economic conditions may cause some of the funds to be limited or unavailable, there are no funds included in the start-up budget from these sources. Any funds received through public grants which exceed the budgeted costs as presented will be used on appropriate expenditures to further strengthen operations during the start-up period.

CGCS' start up budget is approximately \$200,000. This figure represents contracted consultants, materials, facility research, outreach and other start up costs. All expenses are conservatively estimated in order to be fiscally responsible. We will do the following to meet our budget projections: (i) seek private contributions and fundraising via CGCS' "Friends of" Organization; (ii) apply for NYC Charter School Center Post Authorization Grant in the amount of \$50,000 with a matching contribution requirement; (iii) apply for NYC Charter School Center "Start Right" loan in the amount of \$60,000; (iv) apply for start up funds from the Fund for the City of New York; (v) seek both a school line of credit and a personal line of credit (Board Member); (vi) apply to various philanthropic foundations such as Maverick, Tiger, Robin Hood and E*Trade; and, (vii) solicit Bronx community organizations, businesses and faith based organizations for in-kind contributions. CGCS has been able to secure a \$10,000 donation from the Arthur and Joan Boyd Family Foundation, which we will receive upon charter authorization (Please see attachments for the letter dated March 26, 2011). Funding also includes \$15,000 of in-kind revenue which will cover the cost of temporary office space, equipment and supplies for administrative staff. It is expected that the school will utilize facilities at the NYC Charter School Center, and/or facilities at another community location free of charge.

Expenses: Included in consulting expenses are costs for both the DCI and DFO. It is assumed these positions will work on a part time basis as consultants for the school through June 30, 2012, at which time they will become full time employees. The plan is to transition these consultants into the full time employee positions for the school on July 1. If additional funding is available, consultants will work on a full time basis earlier than July 1.

Cash Flow: Assumptions for the timing of expenses in the cash flow statement are included in the start-up budget excel template. For funding, it is assumed we will be able to secure approximately \$75,000 of funding by January 2012, with additional amounts being received from February through May. We intend to secure all necessary funding for the start up period prior to January and is actively pursuing contributions/donations at the current time.

The cash flow includes capital expenditures for technology and furniture that will be made in June in order to prepare for the opening of the school facility in July 2012. These expenditures are shown on the detail capital expenditure budget included in the excel budget template.

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Year 1 to Year 5 Operating Budget: CGCS’ first five years of operation show a growth in student and staff levels as the school reaches its maximum enrollment of 368 students. The enrollment growth of students and the related staff development, along with the facility costs, assumptions and square footage needs, all align with and support, the educational program we have detailed throughout our application. Additional budget assumptions are included for certain line items on the Year 1 and 5 Year budget excel template in the “Descriptions of Assumptions” column. General assumptions are shown below. Also attached to our excel budget templates is a full staffing chart showing administrative, classroom and other positions and a capital expenditure budget for Years 1 through 5.

Funding: The following chart outlines the expected makeup of the student population in the school’s first five years of operation. Funding for the school was calculated using these assumptions and a 3% inflation factor for Years 2-5.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| Total Enrollment | 132 | 194 | 254 | 312 | 368 |
| Classrooms | 6 | 9 | 12 | 15 | 18 |
| Special populations | | | | | |
| Special Education Student Total | 42 | 61 | 79 | 96 | 112 |
| Special Education % | 31.8% | 31.4% | 31.1% | 30.8% | 30.4% |
| Title 1 Student Total | 119 | 175 | 229 | 281 | 331 |
| Title 1 % | 90.0% | 90.0% | 90.0% | 90.0% | 90.0% |
| ELL Student Total | 22 | 33 | 43 | 53 | 63 |
| ELL % | 17.0% | 17.0% | 17.0% | 17.0% | 17.0% |
| Summer School Student Total | 0 | 78 | 102 | 156 | 184 |
| Summer School % | 0.0% | 40.0% | 40.0% | 50.0% | 50.0% |

Based on the expected population of students receiving special education services, it is likely that CGCS will receive additional funding in the form of high cost aid and aid for special education students attending summer school, however for purposes of the budget, no high cost aid or summer special education funding was assumed. There is no IDEA funding reflected in Year 1 of operations. IDEA funding in years 2-5 is based on the prior year’s enrollment of special education students. Title funding is shown in the other column to demonstrate that this funding supplements other funding available to the school and does not supplant funds. The Title 1% for CSD 7 where the school will be located is 89%. Funding for the National School Lunch program is assumed at the following levels: Free lunch \$2.70, reduced price lunch \$2.30, full price lunch \$0.27. Food Service income assumes that the student cost of each lunch served is \$.40 for reduced price lunches and \$1.50 for full price lunches. The collection rate from students for full price and reduced price lunches is assumed to be 50%

Our first year grant funding consists solely of DYCD start-up aid. The school intends on applying for all competitive public grants including the Federal CSP grant, and State and local stimulus funds. There is no grant funding included in Years 2-5. There are no private contributions, donation or fundraising revenue included in the budget. The school plans to actively pursue private foundations and follow its fundraising plan, however to be conservative, the school has not included monies from these sources. Years 3-5 includes e-rate reimbursement at a level of 90% of eligible expenditures based on the expected level of Title 1 students enrolled at the school.

Expenses: All expense categories include a 3% inflation factor after year 1, except for health care costs which use a 5% inflation factor. A detail listing of staff by title/discipline is included for each year of operation for the school is included in the excel budget file. The schedule is divided into categories that mirror the line items in the Administrative Staff and Instructional Personnel sections of the budget.

Years 2-5 include costs for a summer program for students offered 5 hours per day for 30 days. It is expected that 40%- 50% of the students will attend the summer program each year. The personnel costs for summer session are included in the “other” line under instructional personnel costs. Staff will be paid per hour for teaching during the summer session. Although there are currently no funds available for summer programs, the school plans to pursue grants or other funding to further enhance this program.

It is assumed that the school will use temporary facilities in Year 1 and 2 of its operations. Due to the expense of obtaining a facility, smaller temporary space is necessary in the early years of the school in order for the school to be fiscally viable. If a facility becomes available that is less expensive than anticipated, the school is able to secure funds

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specifically for facilities, or the school is able to obtain NYCDOE space we would move to permanent space earlier than this budget currently assumes. In Year 3 the school will move to its permanent space. The base cost of rent per square foot is \$25 in Year 1. (Details on facilities in III C)

Capitalized purchases are not included in expense items, but are shown instead in the Cash Flow financing activity section. A detail listing of capital expenditures for each year of operation for the school is included in the excel budget template. There are assumptions for each line item included on the detail listing. The total expenditures for the year, excluding renovations, agree to the "Technology, furniture and other fixed asset expenditures" line on the cash flow statement. The detail capital expenditure budget also includes a calculation of depreciation expense for each year of operations. An average useful life of 5 years is used for asset purchases.

The budget includes a contingency reserve for each year which is shown on the dissolution escrow & reserves/contingency line. The \$75,000 dissolution escrow is shown in Year 1 for \$25,000 and Year 2 for \$50,000. Each year also includes a contingency reserve equal to 2% of revenues. Year 2 includes a facility escrow of \$90,000 which is used in Year 3 to pay for facility related costs in the schools permanent site location. Years 2, 4 and 5 of the budget also include a building/facility reserve for potential cost overruns equal to \$10,000 in Year 2, \$20,000 in Year 4 and \$40,000 in Year 5.

Contingency Plans: CGCS School has prepared budgets that it believes provide a solid foundation for a self sustaining, fiscally viable charter school. The start-up budget, first-year budget and the five-year budget plans contain conservative assumptions in both revenue and expense areas, and contingency plans as described below.

Conservative Revenue Assumptions: CGCS' annual budget assumes that between 97% and 99% of the incoming revenue for the school is per pupil based revenues from federal, state, or local funding sources. This category includes general education, special education, Title, IDEA, and textbook/library aid revenue. CGCS is not reliant on private sector grants, donations or fundraising to balance its budget except during its start up period. In addition, the only grant funding included in the budget is in Year 1. DYCD funding has been included, but it comprises only 3% of the school's annual revenues for this year. Although not included in its budget assumptions, the CGCS plans to aggressively follow its fundraising plan. Additional funding from public and private sources will further strengthen the stability of the school and allow for additional funds to be used in the event of financial shortfalls.

It is also likely that the school will receive additional funding for its special education students in the form of high cost aid and aid for special education students attending summer school, however for purposes of the budget no high cost aid or summer special education funding was assumed. In addition, only Title I and Title IIA funding is included in the budget even though the school plans on applying for all eligible Title funding as well as eligible public and private grants.

Creating a balanced budget in this manner minimizes the amount of financing burden placed on the school in attempting to secure private grants and donations in order to operate. Because funds received from grants, donations, additional special education funding and additional title funding are not included in the budget, the school has in effect created funding reserves in projecting its incoming revenue. If funding is not as expected, we have several potential contingency plans we could utilize. If the issues are short term in nature, we will seek to obtain short term gap funding in the form of a line of credit or other working capital loan, and delay payments when appropriate to vendors. If revenue trends are consistently lower than anticipated, we will consider changes to our program, including adopting a full contingency budget which would require adjustments to program expenses as outlined below.

Expense assumptions and contingency plans: We understand that it might be difficult to reach our enrollment goals and targets, yet we have carefully thought out our recruitment strategy and feel confident that we will meet our goals. If funding is not as anticipated and we need to reduce costs, we would consider adjusting our student/staff ratios and/or the structure of our classes. We would consider hiring staff with less experience which would reduce overall salary dollars, supplementing the lower experience with more training and mentoring for these staff. We would also look for ways to reduce direct student costs through the reduction of computer equipment and

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technology in early years of the school and eliminate any non-essential costs if it became necessary to do so. In addition, we might seek out volunteers or volunteer programs to aid in teaching our specials classes (i.e. Capoeira for P.E., music school programs for music, etc.)

While these decisions would be difficult to make, the changes would not affect the quality of the program that we have envisioned for CGCS. The school would still meet its mission- a guarantee upon which we will not falter. CGCS would also ensure that it met its goal of remaining fiscally sound, so that we will continue to provide a high quality learning experience throughout our life.

We have assumed that we will not be able to secure space in a NYC DOE facility. Costs for facilities comprise an average of 17% of the school's operating budget, or from \$550,000 to \$1.2m over the course of the school's charter. If the school does receive the opportunity to use NYC DOE space this cost would be significantly reduced increasing the financial stability of the school, leaving more funding to use for other program costs in the event of an unforeseen fiscal challenge.

In creating the assumptions for facility costs, we received estimates of current market rates in the area and compared the per pupil facility costs to the current cost for charter schools in the same geographic region who are not using public space. We feel that the budget contains a conservative estimate for the cost of facility space. If we are able to secure a site location at less than our assumed rate of \$25 per square foot, we will decrease one of its largest costs, giving ourselves additional options in the event that there are fiscal challenges. A consistently lower level of enrollment would also cause us to reexamine the total square footage necessary when it moves to its permanent facility in Year 3. By using a temporary location in the early years of the school and moving to a permanent facility after several years of operations, we can, if necessary, adjust one of our largest expenses.

CGCS has also built a contingency scenario into our budget to account for lower levels of enrollment, budget shortfalls or other fiscal challenges. Our expenses in our operating budget include a contingency expense in each year equal to 2% of annual revenue. In addition, Years 2, 4 and 5 of the budget also contain a building reserve of between \$10,000 and \$50,000 in each year for potential building cost overruns. Year 2 of the budget includes a \$90,000 building facility reserve which is used in Year 3 to pay for the cost of moving to a permanent site location.

The budget for Years 1-5 also shows the school ending each year with net income after capital expenditures. In order to protect the financial stability of the school, we will use these surplus funds to first create an equity reserve (in addition to the total of \$75,000 already included in our budget in year 1 and 2) so that essential services can be paid in the event of timing issues or shortfalls in funding or enrollment. We will also look to invest surpluses in additional staff, salaries, extended day programming, and technology for our students to reflect our priority of creating a high quality program.

By creating a budget that relies mainly on non-discretionary sources for revenue and has conservative expense assumptions, contingency expenses and annual surpluses, and creating additional options that can be enacted if a full contingency budget is necessary, the school has ensured that the financial plans are sound and that it is able to react appropriately if enrollment, funding or expenses are not as anticipated.

B. Financial Management: CGCS has a clear understanding of the school's financial management obligations and will operate in a sound financial and operational manner. CGCS is committed to a vigorous and solvent financial management structure. The Board will maintain strict oversight of the school's finances. CGCS will create internal controls to ensure compliance, sustainability and economic viability. A thorough policies and procedures manual for financial management will be developed in conjunction with the finance committee of the Board and legal representation. The manual will delineate clear procedures for purchasing, banking, personnel records, payroll and cash management, etc. The appropriate sections of the manual will be provided for school employees.

On a day-to-day basis, school employees will manage certain aspects of the school's finances and outsource others. The DFO will have primary responsibility for the financial activities managed by the school and for the coordination/oversight of the activities to be managed by the selected vendors. CGCS plans to contract with a back-office service provider, who will report to the DFO and be monitored by the Board. At this time, no vendor(s) has been selected. Our research is ongoing to ensure that we contract with the best fit, most mission-aligned, and highest

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quality service providers. We continue to use, for guidance purposes, the New York City Charter School Center vendor list, the New York State Charter Association list and additional providers whom we have learned of through independent searches and networking. The Board will solicit, via a competitive bidding process, the most appropriate vendor(s). Some of the services to be outsourced are:

- Establishing an accounting system
- Annual Budget Preparation
- Prepare unaudited Financial Statements (Balance sheet, cash flow, etc.)
- Payroll processing and payroll taxes
- Bookkeeping functions
- Preparing the annual financial report required by NYSED

CGCS' Board will maintain careful oversight of the school's finances and will be responsible for ensuring financial health. The DFO, the selected vendor representative(s) and the Finance Committee of the Board will meet regularly to review the monthly financial statements, the Board Data Dashboard and related reports and report regularly at monthly meetings. To maintain the integrity of the selected vendors, the Finance Committee reserves the right to review the vendors' work via an unannounced audit. In addition, the Finance Committee will review the annual financial reports as well as the audit reports.

The DFO will work in conjunction with the vendor(s) to establish a record keeping system and detailed policies and procedures for day to day financial management during the first two years. In Year 3, a full time Operations Manager will be hired to assist the DFO. Some outsourced functions will be taken back in house at that time.

CGCS will operate within accrual based accounting system aligned with the Generally Accepted Accounting Principles (GAAP) for non -profit organizations. CGCS will contract with a New York State Certified Public Accountant selected by the Board of Trustees. Annual audits will be conducted in accordance with Government Auditing Standards issued by the Comptroller General of the United States and auditing standards generally accepted in the United States. The annual audit will meet the scope of audits for public schools in accordance with New York State guidelines. The DFO will be responsible for audit preparation. The auditor will be required to prepare an opinion letter, identifying deficiencies, recommending improvements and noting proper adherence. The auditor will report internal control findings and deliver the audit report directly to the Board in order to maintain high levels of fiscal integrity and independence. All programmatic and fiscal audits will be conducted in accordance with Education Law 2851 (2) (f). Information gathered as part of the fiscal and programmatic audits will be shared with the appropriate school personnel and the Board to enable the team to make well informed decisions for the school with respect to classroom instruction, and financial and personnel planning, and to enhance the school wide decision making process by involving all parties.

As required by law, CGCS will submit an annual financial report to NYSED to meet all requirements, within the required time period (120 days of the end of the school's first year). CGCS is subject to the same programmatic audits and guidelines as required of other public schools located in NYS and will establish a strong system of policies, procedures and internal controls. The school will submit its Annual Report to the State Education Department which will include the School Report Card and its annual fiscal audit. The School Report Card will show the comparative academic and fiscal performance of the school, the school's federal and state revenue sources, expenditures for salaries, capital expenses and student services and student data including drop out rates, suspensions, standardized test results, student enrollment, students with limited English proficiency (LEP) information and other required data.

CGCS will procure a comprehensive data management and student information system that will maintain school records, both financial and student. The system will be accessible to all staff on an as needed basis. The DFO, DCI and office staff will have general access. The system will include procedures for handling and tracking information both electronically and via hard copy. The DFO will be responsible for maintaining student enrollment records, attendance eligibility, eligibility for free and reduced priced lunch, special education and ELL data. There will be a provision for the system to "speak with" New York State and New York City specific data sources (CAPS and ATS). Reports generated from this system will be used in the Board Dashboard for compliance and oversight purposes.

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CGCS will meet all of the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). Student records will be maintained with respect to confidentiality. Electronic records will be password protected, hard copy files will be kept in locked cabinets and special education records will be housed in a separate secure file. Financial and operational records will be maintained separately, including personnel files. Only authorized personnel will have access.

CGCS will have the liability insurance to indemnify the school, its board, staff and teachers against tort claims. The Founding Group has consulted with other charter schools and three charter school specific brokers to ensure our coverage meets the school's needs. We have budgeted appropriately for the costs.

C. Facility: CGCS is actively searching for a facility. While we do not yet have a definitive location, we are committed to securing a site that will best meet our mission and the needs of our educational program.

We recognize that it is critical that we find a facility that reflects the most financially viable option, preserving the bulk of our per pupil stipend for the academic program, rather than facilities costs. We also intend to select a location that is readily accessible to the various neighborhoods in CSD 7 and that is proximate to public transportation. We have a four-pronged approach to our search for an appropriate home for the CGCS, which includes:

1. NYC DOE incubation space: CGCS is exploring the opportunity to secure incubation space with the NYC DOE's Office of Charter Schools. While we are aware of the current landscape and space blueprint for the city, we did file a letter of intent to Recy Benjamin Dunn, informing him of our proposal and intention to discuss available NYC DOE space in CSD 7 if our school is chartered.
2. Underutilized parochial school space: We are working with a realtor who represents the NYC Archdiocese Real Estate Office to consider leasing space in an under-utilized parochial school located in CSD 7. To date, we have visited two facilities.
 - Saints Peter and Paul School, located on 838 Brook Ave., Bronx, NY 10451, is a parochial school for preschool to eighth grade students. The school's tenant will vacate the top floor, opening up this space as well as a portion of the preceding floor which can accommodate CGCS' anticipated space requirements for the first 2 years of operation. In addition to the appropriate number of classrooms, each of which has large windows and lofty ceilings, the facility offers potential shared use of a well-maintained gymnasium/auditorium, cafeteria and library. A small outdoor space can be converted into a play yard
 - The former St. John Pius V parochial school is located at 413 East 144th St. and Willis Avenue, Bronx, New York 10454. It has been vacant since the school's closure in 2008. While the building presents some advantages as a long-term facility, it will require significant and costly improvements to meet the CGCS' programmatic needs, building code regulations and ADA compliance.
3. Civic Builders: The Founding Group has had preliminary conversations with Civic Builders, a nonprofit facilities developer that provides turnkey real estate solutions for charter schools, about teaming with us to develop a home for CGCS. Civic Builders only works with approved charter schools and if approved, we will continue exploring the possibility of working with Civic Builders to meet our facilities needs.
4. Private real estate market: The Founding Group has engaged with a few real estate firms to identify facilities in the private real estate market, although a private market solution would no doubt be the least financially feasible one for CGCS, especially in the early years of our charter.

Based on our numerous conversations with the above mentioned real estate experts, as well as guidance from Karen Boyd, AIA, LEED AP and Partner at Butler, Rogers, Baskett Firm (Co-Lead Applicant) we have determined that the average square footage cost for space in this area is \$25. Ms. Boyd will guide the Facilities Committee in overseeing the selection, leasing and renovation of our short and long term facilities. Upon securing a site, the CGCS will provide the authorizer with all relevant documentation.

Research confirms that the physical environment of a school can contribute to the success of both students and teachers. With regard to classroom design, teaching environments that have visually clear areas and boundaries can contribute to successful learning. As we continue to explore potential short-term and long-term locations for CGCS,

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we will plan for environments that accommodate all students, meeting their unique needs while creating an inclusive and challenging learning environment. The space will be warm and inviting to all of our stakeholders, efficient for our faculty and staff and a community center.

Year One: In the first operational year of the CGCS, our enrollment will be 132 students in Kindergarten and First Grade. We will have 20 faculty and staff members. The space required to support this initial enrollment is projected to be approximately 17,500 square feet (we are allocating 100 sq.ft. per student) and includes the following:

Teaching / Faculty Space:

- Six Classrooms (Nine are needed in Year One but two additional are added in Year Two)
- One Computer Lab / Library
- Two Specials Classrooms
- One Multi-purpose Room (P.E./Cafeteria)
- One Faculty Resource Room
- One Nurse's Office

Administrative Space:

- DFO and DCI Office
- Special Education Coordinators Office/Meeting Room
- Administrative Assistant's Office / Reception Area
- Records / Storage Room

Year Five: In the fifth year of our first charter period, we anticipate having a full enrollment of 368 students in grades K through 5, and 51 faculty and staff members. The space required to support this enrollment is projected to be approximately 35,000 square feet (allocating 95 sq. ft./student. Additional space needs will be:

- 12 additional classrooms
- Four additional specials classroom
- Cafeteria
- Gym
- Parent Resource Room
- Meeting Rooms
- Counseling Office
- Finance/Operations Office
- Academic Office

The space needs outlined above represent ideal scenarios, which may not be attainable, particularly in a temporary or shared site location. Should less space be available to our school than that outlined above, our first priority will be to provide appropriate instructional space.

In all site locations, we will make every effort to find venues that include on-site outdoor recreational space. If on-site outdoor space is not available, we will attempt to partner with local municipal and /or civic organizations to utilize playground areas located in the neighborhood vicinity of our school.

CGCS will continue to contact and work with various developers in the South Bronx who have worked with charter schools and who are willing to work with us to achieve our mission. Throughout our facility search and occupancy, CGCS will comply with the Americans with Disabilities Act (ADA), with the occupancy requirements under the Charter School Law and with all other health, safety, sanitation and building code and other requirements.

The timeline for our facility identification is as follows:

| | |
|---|----------------------------|
| Site search | Ongoing |
| Identified site needs and development | October-January, 2011-2012 |
| Research and obtain additional funding sources | October-June, 2012 |
| Lease negotiation and finalization of temporary space | February, 2012 |

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| | |
|--|----------------------------|
| Renovation plans and contractor search | February-March, 2012 |
| Renovations | March-July, 2012 |
| Furniture, IT and equipment purchasing | April-June, 2012 |
| Occupancy | July, 2012 |
| Permanent site search | September 2014 – July 2016 |

Our financing plan is to seek available funds in both the public and private sectors to spend on completing renovations and upgrades. Our budget includes building renovations of \$24,000 in year 1 and \$80,000 in year 3. We will seek real estate technical assistance related to financing, facilities and credit matters so as to consider all possible options and decide on the one that best meets our facility needs.

D. Transportation: The NYC DOE is responsible for providing transportation services to CGCS students. Students will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare MetroCards is determined by and provided by the Office of Pupil Transportation (OPT). After CGCS submits a Transportation Request Form and uses ATS or NIPSIS to supply the NYCDOE with the necessary information about its students, the NYC DOE will determine the eligibility for transportation. The eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulations A-801). CGCS will not guarantee parents that a child will have yellow school bus service or half-fare or full-fare MetroCards until such service eligibility has been confirmed by OPT.

We are committed to being a community based school and will give preference to students to CSD 7. As such, we expect that most of our students will live within the half mile range. Families of students who live in boroughs other than the Bronx will be required to make individual transportation arrangements.

Special Education students have different eligibility for transportation. Their eligibility is dictated by their IEP and 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, CGCS will work with the child's/children's parents to ensure appropriate transportation. CGCS will follow the NYC DOE calendar for fall and summer sessions and, therefore, will not require additional transportation arrangements.

E. Food Service: CGCS will receive its meals for students through School Food Program of the NYCDOE and we expect a minimum of 85% of our students will be eligible to receive free and reduced price meals based on their parent's/guardian's income levels. Through the School Food Program, the DOE provides breakfast at no cost and lunch at a cost of \$1.50 per student. Under the National School Lunch Program (NSLP), lunch is provided free or at a cost of \$0.25 to eligible applicants based on income. We will participate in both programs. All students who are eligible for free and reduced-price lunch will be provided breakfast, lunch and snack meals at the facility each day that school is in session. Meals will be in compliance with NYCDOE regulations. Hot lunch will be provided if appropriate kitchen facilities are available, or School Food will transport it daily.

In order to receive free and reduced price meals, the parents/guardians of eligible students must complete and return the *Family Application for Free and Reduced Price School Meals* which CGCS will provide upon enrollment. CGCS will maintain each student's application form on file once it has been completed and approved. These forms not only enable students to receive free and reduced price meals, but also form the basis for determining and distributing additional educational funding from the state and federal governments. All information provided on the application form is personal and confidential and will remain at CGCS. The charter school's staff and faculty will assist those who require help in completing the forms. In year one, we need to recoup \$3,000 for school food costs. This number is based on a prediction of 10% of our student population paying full price for lunch, and then collecting at least 50% of those costs.

F. Insurance: The Founding Group has undertaken preliminary research regarding insurance requirements and has obtained quotes from three insurance companies, each of which provides coverage to charter schools. The proposals include the types and amounts of coverage required for charter schools and reflect the use of "A" rated insurance carriers, as determined by AM Best rating guidelines. They represent coverage requirements for our first year of operation, and our budget reflects the highest of the three projected premiums.

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We have attached, for further information, one of the proposals we obtained (from Arthur J. Gallagher & Co). In addition to including all of the types of coverage outlined in the application, we requested that they include coverage and premium information for student accident coverage. As soon as the Board is formed, we will acquire School Board and Educators’ liability coverage. Prior to accepting applications for employment positions, we will obtain Employment Practices liability insurance, and before the first employee is hired, we will obtain Workers’ Compensation insurance. When the lease agreement is signed for our space, we will obtain General Liability, Excess, Crime, Sexual Abuse, Auto Liability, and Student Accident coverage. As soon as we begin acquiring equipment and furniture for our school, we will obtain property and flood insurance.

G. Pre-Opening Plan: The Founding Group has researched and visited with charter school founders and leaders to gather knowledge and lessons learned about school start-up. At the 2010 National Alliance for Public Charter Schools Conference in Chicago and the NYCSA Conference in October 2010, team members attended workshops on the topics of successful school start up and “what I wish I had known then” themes. Through this compilation of data, systems have already been thought through, implemented and discussed in order to avoid the common pitfalls.

Research shows that nationally more charter schools fail because of financial mismanagement and failure to adhere to sound financial practices. Charter School Business Management (CSBM), a New York City based back-office service provider, finds that numerous schools reach out to the company in times of financial distress, after a few months of operating without guidance and efficient processes. In order to avoid these obstacles, CGCS has budgeted for outside consultants to provide an additional level of expertise and support for the Board and the co-leadership of the school. We have also assembled a detailed plan that includes deadlines and specific responsibilities in order to avoid this common error. CGCS will meet and comply with all the pre-opening procedures and requirements of NYSED. The following table is our pre-opening checklist:

| CGCS Pre-Opening Plan | Date | Responsibility | Resources |
|--|--------------------------|-----------------------|-----------------------------------|
| Establish Board of Trustees and conduct elections | 09/11 | Board | None |
| File for state tax exempt, IRS 501 (c)(3) status | 09/11 | Board | Counsel |
| Establish bank accounts and banking relationships | 09/11 | Board | None |
| Identify and apply for private, corporate, foundation and government grants, implement strategies | On-going | Founding Group/ Board | None |
| Finalize Start-up and 5 Year Budget Projections | On-going | Founding Group | None |
| Develop financial management systems and policies, establish internal controls | On-going | Founding Group/Board | Consultant |
| Recruit, interview , hire DFO &DCI | 01/12 | Board | Advertising costs |
| Develop and implement open houses for parent, community and college student volunteers. | 03/12 | DCI and DFO | Admin. Costs |
| Disseminate student registrations and pre-enrollment packages (in tandem with recruitment efforts), develop employee, parent and student handbooks | 02/12-08/12 | DCI and DFO | Printing and Mailing Costs |
| Establish system for recording and compiling enrollment and attendance information | By 08/12 | DCI and DFO | System Cost |
| Review student applications for accuracy; acknowledge receipt, verify NYC residency | By 06/12-enrollment | DCI and DFO | Admin. Costs |
| Advise parents of status of their application, student eligibility and lottery date, ensure parents receive calendar, student and parent handbook, etc | 04/12-08/12- and ongoing | DCI and DFO | Printing, Mailing and Admin Costs |
| Develop (based on NYSED regs and guidance), Conduct lottery and establish wait list (if applicable) | 01/12-04/12 | DCI and DFO | Admin. Costs |
| Send confirmation of admission or placement on waiting list, continue to enroll students from waitlist | 05/12 – opening | DCI and DFO | Mailing and Admin. Costs |

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| CGCS Pre-Opening Plan | Date | Responsibility | Resources |
|--|---------------------|-----------------------|--------------------------|
| Select student, staff and school assessment instruments records and forms template for academic and non-academic goals | By 08/12 | Board/DCI and DFO | Assessment Costs |
| Conduct parent and student orientation; orient staff, parents and students on code of conduct | 07/12 – on going | DCI, DFO | Admin. Costs |
| Establish PTO; determine parent trustee | Spring 2012 | Board, DFO, CI | None |
| Initiate advertising, distribute literature and promote school in targeted area, issue school opening release | On-going | Founding Group/Board | Admin. Costs |
| Develop professional development plan/calendar for the year, including summer training institute | 02/2012 | DCI | Consultant |
| Hold teacher in-service training and summer institute | 08/12 | DCI | PD costs |
| Identify and select school site/ facility | 11/11-on going | Board | None |
| Complete negotiation and financing | Upon site selection | Board | Pro Bono Counsel |
| Work with architect and contractor for renovations | Upon site selection | Board, DFO | Architect, Counsel |
| Complete all required inspections, obtain C of O | 07/12 | Board, DFO | Counsel |
| Implement move in plan | 07/12 | Board, DFO, DCI | IT Consultant, architect |
| Finalize contracts with vendors/service providers | 07/12 | DFO | None |
| Establish staff evaluation policies and forms | 05/12 | Board/DCI | Admin. Costs |
| Develop professional development plan for the year including pre-opening training during the summer | 04/12 | DCI | None |
| Recruit, interview and hire faculty and staff | 04/12 | DFO,DCI | Advertising costs |
| Conduct background checks, pre-employment | 04/12 - on-going | DFO, DCI | Screening Costs |
| Create personnel files; ensure all compliance and credentialing documents are submitted | 04/12-on-going | DFO, DCI | Admin. Costs |
| Order textbooks and other instructional materials, furniture and other equipment | Spring 2012 | DFO, DCI | Costs of materials |
| Establish referral processes, identify students w/IEP's, obtain records, relationship with local CSEs | Spring 2012 | DCI, Sp.Ed. Coord. | Admin. Costs |
| Establish policies to ensure receipt of all necessary documents, completed medical forms, | 07/12-on-going | DFO | Admin. Costs |
| Establish emergency/disaster plan, fire drill procedures, and first aide training | Spring 2012 | DFO | Admin. Costs |

Attachment 1: Roster of Key Contacts

| Name | Role (Founding Group Member, Proposed Board Member, or Proposed School Employee) |
|------------------------|---|
| Anderson, Steve | Founding Group Member |
| Boyd, Karen | Co-Lead Applicant, Founding Group Member & Proposed Board Member |
| Brown, Leslie | Co-Lead Applicant, Founding Group Member & Proposed Board Member |
| Cohen, Karen | Founding Group Member & Proposed Board Member |
| Ferber-Lerner, Rosanne | Founding Group Member |
| Gentile, Jennifer | Founding Group Member |
| Kaufmann, Bruce | Founding Group Member & Proposed Board Member |
| Kurian, Nicholas | Founding Group Member |
| MacManus, Katharine | Founding Group Member & Proposed Board Member |
| McTiernan, Katerina | Founding Group Member & Proposed Board Member |
| Perry-Stoval, Roger | Founding Group Member & Proposed Board Member |
| Riley, Corey | Founding Group Member |
| Starkey, Megan | Founding Group Member & Proposed Board Member |
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| | |
| | |

Attachment 2: Certification Statement

Proposed Charter School Name Common Ground Charter School

Proposed School Location (District) (New York City) CSD7

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

Leslie Brown

Leslie Brown (Co-Lead Applicant)

Karen Boyd

Karen Boyd (Co-Lead Applicant)

Date March 29, 2011

(Please label the copy that has original signatures)

Print/Type Name Leslie Brown (Co-Lead Applicant) and Karen Boyd (Co-Lead Applicant)

Address [REDACTED] New York, NY

Daytime Phone: (212) 310-8872

Email. commongroundcharterschool@gmail.com

Attachment 3: Sample Student Daily Schedule

* for a 3rd- 5th grader

| | |
|-------------|---|
| 8:30-8:40 | Arrival |
| 8:40-9:15 | Morning Meeting |
| 9:15-10:15 | English Language Arts/Literacy/Writer's Workshop/Reading Groups |
| 10:15-10:30 | Morning Recess |
| 10:30-11:35 | Mathematics |
| 11:35-12:05 | Story Time and Drama |
| 12:05-12:45 | Lunch |
| 12:45-1:50 | Social Studies |
| 1:50-2:40 | Special (Art, Yoga, PE, Drama, etc.) |
| 2:40-3:05 | Science Lab |
| 3:05-3:20 | Drop Everything and Read (Self Selected Reading) |
| 3:20-3:30 | "Clean Up-Pack Up" and Dismissal |

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Attachment 4- Proposed Annual Calendar (2012-2013)

| Common Ground Charter School Calendar | | |
|--|---|--|
| August 22-24, 2012 | **Staff Development Days** School Closed | <u>August</u> 5 instructional days |
| August 27, 2012 | First Day of School for Students | |
| September 3, 2012 | School Closed- Labor Day | <u>September</u> 16 instructional days |
| Friday, September 14, 2012 | Half Day for students –** Staff Development Afternoon** | |
| Monday and Tuesday, September 17 and 18, 2012 | Rosh Hashanah- School Closed | |
| Monday, October 8, 2012 | Columbus Day- School Closed | <u>October</u> 22 instructional days |
| Monday, November 12, 2012 | Veteran’s Day- School Closed **Staff Development Day** | <u>November</u> 19 instructional days |
| Thursday and Friday, November 22 and 23, 2012 | Thanksgiving recess- School Closed | |
| Monday, December 24, 2012- Wednesday, January 2, 2013 | Holiday Recess | <u>December</u> 15 instructional days |
| Monday, January 21, 2013 | MLK Day- School Closed | <u>January</u> 20 instructional days |
| Friday, January 31, 2013 | **Staff Development Day ** School Closed | |
| Monday, February 11- Monday, February 15, 2013 | Winter Recess- School Closed | <u>February</u> 15 instructional days |
| March, 2013 | No closings | <u>March</u> 21 instructional days |
| Friday, April 7, 2013 | **Staff Development Day** School Closed | <u>April</u> 16 instructional days |
| Monday, April 8, 2013- Friday, April 12, 2013 | Spring Break- School Closed | |
| Friday, May 24, 2013 | **Staff Development Day** School Closed | <u>May</u> 21 instructional days |
| Monday, May 27, 2012 | Memorial Day-School Closed | |
| Friday, June 14, 2013 | Last Day of School for Students | <u>June</u> 10 instructional days |
| Monday and Tuesday, June 17 and 18, 2013 | **Classroom Clean Up and Teacher Appreciation/Sharing Days** (Staff Development Day) School Closed | |
| Monday, August 5- Friday, August 16 | Summer Institute for Professional Development | |

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**Attachment 5. BYLAWS
OF
COMMON GROUND CHARTER SCHOOL**
a New York Not-for-Profit Education Corporation

ARTICLE I: NAME

The name of the Corporation is the Common Ground Charter 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 Common Ground Charter 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 Education Law, 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; and to fix their compensation;
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 Corporation and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
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 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 nine (9) and no more than fifteen (15). The Board shall fix the exact number of Trustees, 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 nine (9).

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 Common Ground Charter School student, who is designated by the Common Ground Charter School Parents' Association to represent that Association (the “Parent Representative”), who is a non-voting member of the Board.

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- b. An Common Ground Charter School teacher, selected by the Common Ground Charter School faculty (the “Faculty Representative”), who is a non-voting member of the Board.
 - c. The Executive Director, who is a non-voting member of the Board.
3. **Interested Persons.** Not more than 49 percent of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
4. **Term of Office.**
- a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. 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 Common Ground Charter School Charter, the Bylaws, or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Common Ground Charter School 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 Education Law and the Not-for-Profit Corporation Law by vote of a majority of the entire Board. Such cause includes, but is not limited to, cases where any Trustee:
1. Has failed to attend three or more of the Board's Regular Meetings in any calendar 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 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 Common Ground Charter 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.

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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 at various times within the year as the Board determines, but no less than six times per year.

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half (1/2) of the entire Board or by the President or, in his or her absence, the senior Trustee upon written request of three (3) Trustees, whichever is less.

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

F. Notices. 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, Annual, or Special) shall be mailed not less than five (5) nor more than ten (10) days before the meeting at the usual address of every Trustee.
2. An outline of meeting agenda items that are expected to be discussed during the upcoming meeting.
3. If a Trustee has executed a Waiver of Notice, 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.
4. Public notice of the time and place of a meeting shall be given in compliance with the Open Meetings Law.

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.

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, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers 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. 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 Committees and the Board may designate alternate members of any Standing Committee. Any executive committee of the Board shall comprise not fewer than five (5) trustees.

2. **Finance and Personnel Committee.** 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, audit the books of the Corporation, and prepare financial reports to be reviewed 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.

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3. Standing Committees. The Board shall have the following Standing Committees in addition to the Finance and Personnel Committee and shall assign specific duties to each Standing Committee:

- a. Executive Committee
- b. Policy and Bylaws
- c. Community Development and Public Affairs
- d. Program Development and Accountability

4. 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 repealable.

5. Other Committees. The Board may create Special or other committees in accordance with the provisions of the 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 Not-For-Profit Corporation Law applicable to Officers shall be applicable to members of such committees.

6. 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 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 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:

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1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

2. The Faculty Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator or faculty member; (b) administrator or faculty compensation; (c) Executive Sessions of the Board; or (d) any other matter at the discretion of a majority of the Trustees then present.

3. 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 faculty may be disciplined, including immediate dismissal or short-term suspension (after appropriate due process), if Board information is disclosed with the Board's or Chair's prior 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.

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 of Policy and Bylaws. If the Chair is absent or disabled, the Vice Chair of Policy and Bylaws 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 of Policy and Bylaws shall chair the Policy and Bylaws Standing Committee of the Board and have other such powers and perform such other duties as the Board may prescribe.

3. Vice Chair of Community Development and Public Affairs. The Vice Chair of Community Development and Public Affairs shall chair the Community Development and Public Affairs Standing Committee of the Board and have other such powers and perform such other duties as the Board may prescribe.

4. 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.

5. 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.

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C. Removal and Resignation. The Board may remove any Officer in accordance with the provisions of the Education Law and the 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 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, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by supermajority of 2/3 of the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

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

ARTICLE 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 Executive Director 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 Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a 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. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include, but is not limited to, all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

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

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 the State University of New York or its designee.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Common Ground Charter 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: _____

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Attachment 6. Code of Ethics of Common Ground Charter School

The Common Ground Charter School (“the School”) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to set forth a code of ethics under the provisions of the New York State Education Law.

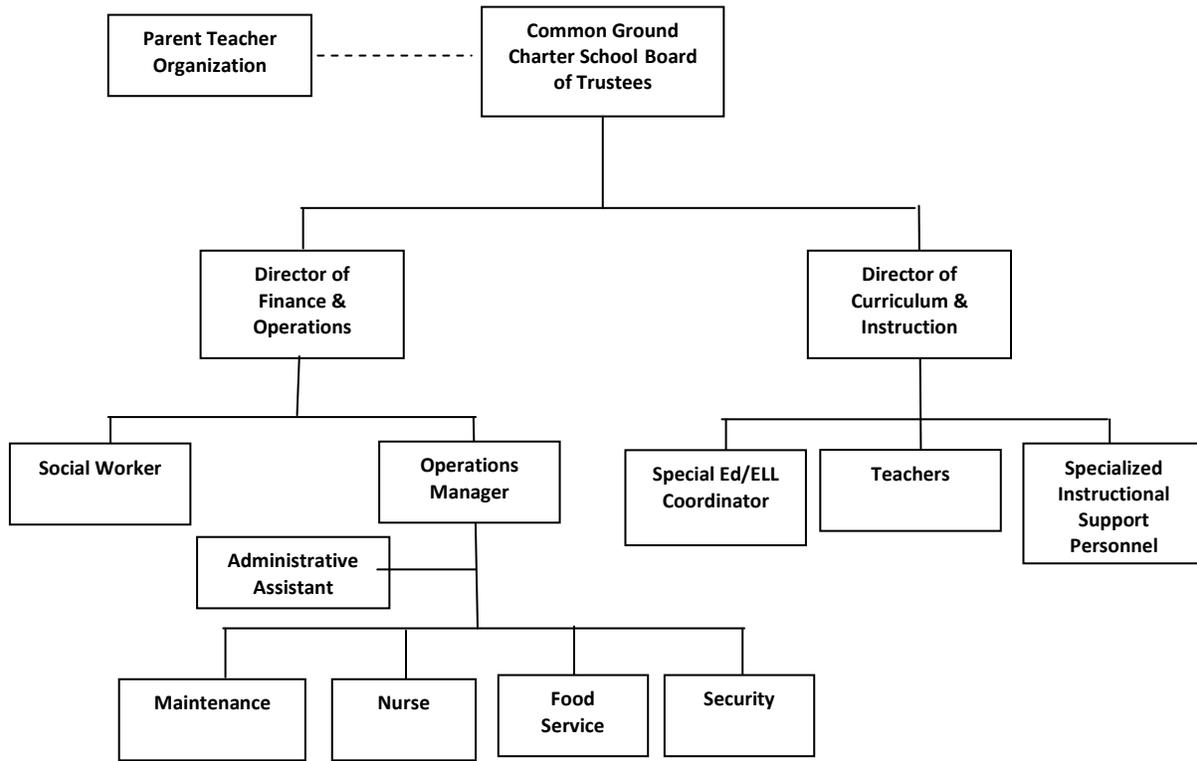
The trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the following code of ethics (the “Code”). Trustees, officers and employees must also agree as part of their service to or employment by the School to adhere to this Code.

1. The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed and its powers are exercised under the Board’s ultimate jurisdiction.
2. Not more than 49 percent of the School’s Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. Neither members of the Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Board. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees or employees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the School’s program.
5. Any Trustee, officer or employee having an interest in a contract or other transaction presented to or discussed by the Board for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on the contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board’s interest. A person shall be deemed to have an “interest” in a contract or other transactions if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the School. Notwithstanding this definition, a Trustee of the School who is also an employee or Board Member of the School’s partner organization will not be deemed to have a conflict of interest solely because of his or her affiliation with the partner organization. A Trustee will be excused from discussion and votes only when, following the Trustee’s disclosure, the Board or committee determines by majority vote of disinterested Trustees that the disclosure shows that a conflict of interest exists or can reasonable be construed to exist. In the event of conflict of interest, the interested person will be excused from voting or participating in discussion regarding the relevant matter. In instances where Trustees are excused, action may be taken on the matter by majority vote of the disinterested Trustees.
6. Trustees, officers or employees representing any not-for-profit corporation proposing to do business with the School shall disclose the nature and extent of such business propositions.
7. No trustee, officer, or employee of a for-profit corporation having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationships, provided, however, that this provision shall not apply to the following:
 - a. Individuals associated with a partnership, limited liability corporation or professional corporation including but not limited to doctors, accountants and attorneys;

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- b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the School;
 - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
 - d. Individuals associated with other businesses, provided that the Board consents to such involvement by majority vote and in writing. The individuals must provide notice to the Board of any potential conflict of interest that may arise. Such notice must be provided to the Board as soon as the individuals are made aware of the potential conflict of interest. In addition, the Board will review the relationships on an ongoing basis and may withdraw its consent at any time.
8. In no instance shall a trustee, officer or employee of a for-profit, educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
 9. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board.
 10. Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
 11. Trustee's officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
 12. No Trustee, officer or employee shall use his or her position with the School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the School. Trustees shall report to the Board their acceptance of any gift or privilege worth \$50 or more from any person or organization that is doing business or may potentially do business with or provide services to the School. Such reporting must occur at the next Board meeting following receipt of the gift.
 13. The School's Trustees officers or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Attachment 10: Organizational Chart



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Attachment 11- Key Position Descriptions

| Common Ground Charter School Director of Finance and Operations Characteristics | |
|--|---|
| Qualifications | <p>Must have:</p> <ul style="list-style-type: none"> • a Bachelor’s degree in accounting, finance, business management, organizational management and /or a related field • a Master’s degree in finance, preferably • 3 years of experience in a charter school environment, preferably |
| Key Competencies | <ul style="list-style-type: none"> • Ability to build trust with all stakeholders • Record of success in building high-achieving schools • Experience with data collection, management and analysis • Experience with developing and implementing evaluative tools • Fluency in best educational business practices, finance and technology • Works well with the Board and DCI • Successful fundraiser • Learns from mistakes and has an ability to accept feedback • Good organizational skills and personal effectiveness • Family-driven, child focused approach • Ability to engage with community members • Knowledge of community resources • Ensures compliance with Charter requirements and prepares reports to New York State Education Department, and other local and federal regulations and the Board |
| High Expectations for Student Learning | <ul style="list-style-type: none"> • Ability to relate well and respect students • Clear authority figure • Creates a safe and supportive learning environment • High expectations for students |
| High Expectations for Faculty Performance | <ul style="list-style-type: none"> • Values staff development • Demonstrated experience in motivating and leading faculty • Able to empower and delegate • Partner-coaching approach to leadership • Ability to attract excellent teachers and create leaders within the school • Establish and maintain a disciplined and data driven school culture |
| High Expectations for Home/School Collaboration | <ul style="list-style-type: none"> • Experience with diverse, urban school population • Possess a “No Limits to One’s Ability” attitude • Accessibility and Flexibility • Develop and maintain school culture |
| High Expectations for Leadership | <ul style="list-style-type: none"> • Promotes student leadership opportunities • School environment is warm and reflects diversity of community • Encourage staff and student volunteerism/ community service • Establish student mentor opportunities |

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| Common Ground Charter School Director of Curriculum and Instruction Characteristics | |
|--|---|
| Qualifications | Must have: <ul style="list-style-type: none"> • a Master’s Degree in Elementary Education; preferred Master’s Degree in Special Education or School Administration • a minimum of five years of teaching experience and two years experience in a staff development role • ELL certification, preferably |
| High Expectations for Student Learning | <ul style="list-style-type: none"> • Ability to relate well and respect students • Clear authority figure • Creates a safe and supportive learning environment • High expectations for all students • High stress tolerance (esp. extreme incidents) • Considers the whole child |
| High Expectations for Faculty Performance | <ul style="list-style-type: none"> • Values staff professional development • Successful track record as a teacher • Demonstrated experience leading faculty to success • Partner-coaching approach to leadership • Expert in classroom management • Ability to attract excellent teachers and create leaders • Ability to motivate teaching staff and build a cohesive team • Ability to manage academic data |
| High Expectations for Home/School Collaboration | <ul style="list-style-type: none"> • Possess a “No Limits to One’s Ability” attitude • Demonstrates a child centered – family driven approach • Manage Staff-Parent student blog • Awareness of needs: demographic, socio-economic, family • Knowledge of community resources |
| High Expectations for Leadership | <ul style="list-style-type: none"> • Ability to engage with community members • Promotes student leadership opportunities • Establish and maintain a disciplined school culture • Experience with diverse, urban student population |

| Common Ground Charter School Special Education Coordinator Characteristics | |
|---|--|
| Qualifications | Must have: <ul style="list-style-type: none"> • a Master’s Degree in Special Education • a minimum of five years of teaching experience • Applied Behavior Analysis and other behavior management modalities background • Experience with Response to Intervention • Bi Lingual (Spanish) preferred |
| High Expectations for Student Learning | <ul style="list-style-type: none"> • Ability to relate well and respect students • Clear authority figure • Creates a safe and supportive learning environment • High expectations for all students • High stress tolerance |

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| | |
|--|--|
| | <ul style="list-style-type: none"> • Considers the whole child |
| High Expectations for Faculty Performance | <ul style="list-style-type: none"> • Values staff professional development • Successful track record as a teacher / administrator • Expert in classroom management • Ability to motivate teaching staff and build a cohesive team • Ability to manage academic data • Familiarity with Special Education Compliance and Recording, CAP/ATS administration, and Special Education law • Implements instructional/behavior strategies; a leader in differentiation techniques |
| High Expectations for Home/School Collaboration | <ul style="list-style-type: none"> • Demonstrates a child centered – family driven approach • Awareness of needs: demographic, socio-economic, family • Knowledge of community resources |
| High Expectations for Leadership | <ul style="list-style-type: none"> • Promotes student leadership opportunities • Establish and maintain a disciplined school culture • Experience with diverse, urban student population • Possess a “No Limits to One’s Ability” attitude |

Teachers at CGCS: CGCS teaching staff will be highly skilled and experienced. We will seek General Education and dual certified General Education/Special Education teachers who have demonstrated success in the classroom. Close attention will be paid to potential candidate’s aptitude to work with children of all abilities. Extensive background reviews and checks will also be done to verify past experiences and ensure the safety of our children.

CGCS aims to have 100% of its teaching staff certified; however, we will concentrate on finding the most “Highly Qualified” Teachers. The teaching staff will meet all quality standards of the No Child Left Behind Act. All licensed or certified personnel must be in good standing within their licensing boards. No one with a suspended or revoked certificate or licensure by the state of New York or any other state will be employed.

The criteria for Teacher Selection:

Common Ground Charter School teachers will:

- Uphold the values and mission of the charter school
- Demonstrate excellent classroom management skills
- Have knowledge and experience working in an integrated model
- Demonstrate willingness to work with a diverse population
- Appreciate working in a trans-disciplinary model
- Strive for high standards and excellence

Common Ground Charter School teachers will possess the following qualifications:

- Two to Three years prior teaching experience preferred
- Required state teaching certification/licensure
- Highly Qualified status under No Child Left Behind
- Strong desire to work within an innovative, urban educational program
- Willingness to work in a close collaborative co-teaching model
- Proven track record of raising student achievement scores in an urban environment
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience

Everyone Included, Everyone Challenged, Everyone Successful

- Data managements tools, organizational tools, computer skills

Employee Background Check

All employees must comply with state requirements such as, but not limited to, fingerprinting, certification, Child Abuse Index, Criminal Record Statement, tuberculin tests, First Aid/CPR, and physician's reports. Employees are also required to provide transcripts to verify units earned or in-service hours. These requirements should be completed prior to beginning employment, and the information must be submitted to the Director of Finance and Operations.

Attachment 12: CMO Background Information

Not applicable

Attachment 13: Schools Managed by CMO

Not applicable

Attachment 14: Academic Performance Data from Schools Managed by CMO

Not applicable

Attachment 15: Summary of CMO's Fiscal Performance for Past Three Years

Not Applicable

Attachment 16: Template Service Agreement with CMO

Not Applicable

Attachment 17 Budget and Cash Flow

| | |
|---|----------------------------------|
|  | |
| New Application Budget(s) & Cash Flow(s) Template | |
| Common Ground Charter School | |
| Contact Name: | Leslie Brown |
| Contact Email: | grey.fortress@gmail.com |
| Contact Phone: | (212) 310-8872 |
| Examples | |
| Pre-Opening Period | January 1, 2012 to June 30, 2012 |
| Operational Year ONE | July 1, 2012 to June 30, 2013 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012 | | | DESCRIPTION OF ASSUMPTIONS |
|--|-------------------|----------------|--|
| Total Revenue | 215,000 | | |
| Total Expenses | 176,800 | | |
| Net Income | 38,200 | | |
| Actual Student Enrollment | - | | |
| Total Paid Student Enrollment | - | | |
| | START-UP PERIOD | | |
| 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 (Enter Name) | - | - | |
| School District 5 (Enter Name) | - | - | |
| School District 6 (Enter Name) | - | - | |
| School District 7 (Enter Name) | - | - | |
| School District 8 (Enter Name) | - | - | |
| School District 9 (Enter Name) | - | - | |
| School District 10 (Enter Name) | - | - | |
| School District 11 (Enter Name) | - | - | |
| School District 12 (Enter Name) | - | - | |
| School District 13 (Enter Name) | - | - | |
| School District 14 (Enter Name) | - | - | |
| School District 15 (Enter Name) | - | - | |
| School District - ALL OTHER | - | - | |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | - | - | |
| Special Education Revenue | | - | |
| Grants | | | |
| Stimulus | | - | |
| DYCD (Department of Youth and Community Developmt.) | | - | |
| Other | | - | |
| Other | | - | |
| TOTAL REVENUE FROM STATE SOURCES | | - | |
| REVENUE FROM FEDERAL FUNDING | | | |
| IDEA Special Needs | | - | |
| Title I | | - | |
| Title Funding - Other | | - | |
| School Food Service (Free Lunch) | | - | |
| Grants | | | |
| Charter School Program (CSP) Planning & Implementation | | - | |
| Other | | - | |
| Other | | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | - | |
| LOCAL and OTHER REVENUE | | | |
| Contributions and Donations | | 200,000 | |
| Fundraising | | - | |
| Erate Reimbursement | | - | |
| Earnings on Investments | | - | |
| Interest Income | | - | |
| Food Service (Income from meals) | | - | |
| Text Book | | - | |
| OTHER | | 15,000 | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 215,000 | In kind revenue- the school will seek to utilize facilities/equipment/services etc at the NYC Charter School Center. |
| TOTAL REVENUE | | 215,000 | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012 | | | DESCRIPTION OF ASSUMPTIONS |
|--|------------------------|----------------|---|
| Total Revenue | 215,000 | | |
| Total Expenses | 176,800 | | |
| Net Income | 38,200 | | |
| Actual Student Enrollment | - | | |
| Total Paid Student Enrollment | - | | |
| | START-UP PERIOD | | |
| EXPENSES | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | |
| | No. of Positions | | |
| Executive Management | - | - | |
| Instructional Management | - | - | |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | - | - | |
| Administrative Staff | - | - | |
| TOTAL ADMINISTRATIVE STAFF | - | - | |
| INSTRUCTIONAL PERSONNEL COSTS | | | |
| Teachers - Regular | - | - | |
| Teachers - SPED | - | - | |
| Substitute Teachers | - | - | |
| Teaching Assistants | - | - | |
| Specialty Teachers | - | - | |
| Aides | - | - | |
| Therapists & Counselors | - | - | |
| Other | - | - | |
| TOTAL INSTRUCTIONAL | - | - | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | |
| Nurse | - | - | |
| Librarian | - | - | |
| Custodian | - | - | |
| Security | - | - | |
| Other | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | - | |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | |
| | - | - | |
| PAYROLL TAXES AND BENEFITS | | | |
| Payroll Taxes | | - | |
| Fringe / Employee Benefits | | - | |
| Retirement / Pension | | - | |
| TOTAL PAYROLL TAXES AND BENEFITS | | - | |
| TOTAL PERSONNEL SERVICE COSTS | | | |
| | - | - | |
| CONTRACTED SERVICES | | | |
| Accounting / Audit | | 15,000 | |
| Legal | | - | Work to be done pro-bono by planning team attorney |
| Management Company Fee | | - | |
| Nurse Services | | - | |
| Food Service / School Lunch | | - | |
| Payroll Services | | - | |
| Special Ed Services | | - | |
| Titlement Services (i.e. Title I) | | - | |
| Other Purchased / Professional / Consulting | | 105,300 | Director of Finance and Operations and Director of Curriculum as consultants Jan - June |
| TOTAL CONTRACTED SERVICES | | 120,300 | |
| SCHOOL OPERATIONS | | | |
| Board Expenses | | - | |
| Classroom / Teaching Supplies & Materials | | - | |
| Special Ed Supplies & Materials | | - | |
| Textbooks / Workbooks | | - | |
| Supplies & Materials other | | - | |
| Equipment / Furniture | | - | |
| Telephone | | 3,000 | Phone in temporary space. See in kind revenue above. |
| Technology | | - | See Capital Expenditure Budget and cash flow statement for purchase of equipment for facility which will open in July. Includes laptops for staff, router/wiring for school internet, and printers. |
| Student Testing & Assessment | | - | |
| Field Trips | | - | |
| Transportation (student) | | - | |
| Student Services - other | | - | |
| Office Expense | | 6,000 | General office supplies, postage, printing, copying for brochures, flyers and marketing materials. See in kind revenue above. |
| Staff Development | | - | |
| Staff Recruitment | | 10,000 | Advertising for teachers and administrative staff |
| Student Recruitment / Marketing | | 15,000 | Brochures, flyers etc. |
| School Meals / Lunch | | - | |
| Travel (Staff) | | - | |
| Fundraising | | - | |
| Other | | - | |
| TOTAL SCHOOL OPERATIONS | | 34,000 | |
| FACILITY OPERATION & MAINTENANCE | | | |
| Insurance | | 15,000 | Insurance to begin upon hiring of staff. |
| Janitorial | | - | |
| Building and Land Rent / Lease | | 6,000 | Temporary space to be utilized by staff until facility is completed. See in kind revenue assumption above |
| Repairs & Maintenance | | - | |
| Equipment / Furniture | | 1,500 | Copier, postage machine leases. See in kind revenue assumption above. See Capital expenditure budget and cash flow statement for purchase of office furniture for facility which will open in July. |
| Security | | - | |
| Utilities | | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 22,500 | |
| DEPRECIATION & AMORTIZATION | | | |
| | | - | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | | |
| | | - | |
| TOTAL EXPENSES | | 176,800 | |
| NET INCOME | | 38,200 | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012 | | |
|--|-----------------|----------------------------|
| Total Revenue | 215,000 | DESCRIPTION OF ASSUMPTIONS |
| Total Expenses | 176,800 | |
| Net Income | 38,200 | |
| Actual Student Enrollment | - | |
| Total Paid Student Enrollment | - | |
| | START-UP PERIOD | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | |
| School District 1 (Enter Name) | - | |
| School District 2 (Enter Name) | - | |
| School District 3 (Enter Name) | - | |
| School District 4 (Enter Name) | - | |
| School District 5 (Enter Name) | - | |
| School District 6 (Enter Name) | - | |
| School District 7 (Enter Name) | - | |
| School District 8 (Enter Name) | - | |
| School District 9 (Enter Name) | - | |
| School District 10 (Enter Name) | - | |
| School District 11 (Enter Name) | - | |
| School District 12 (Enter Name) | - | |
| School District 13 (Enter Name) | - | |
| School District 14 (Enter Name) | - | |
| School District 15 (Enter Name) | - | |
| School District - ALL OTHER | - | |
| TOTAL ENROLLMENT | - | |
| REVENUE PER PUPIL | - | |
| EXPENSES PER PUPIL | - | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012 | | | | | | | |
|--|----------------|-----------------|---------------|---------------|---------------|---------------|----------------|
| | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |
| Total Revenue | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |
| Total Expenses | 51,467 | 24,467 | 25,800 | 27,800 | 24,467 | 22,800 | 176,900 |
| Net Income | 26,033 | 3,033 | 1,700 | (300) | 3,033 | 4,700 | 38,100 |
| Cash Flow Adjustments | - | - | - | - | - | (25,000) | (25,000) |
| Beginning Cash Balance | - | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | - |
| Net Income | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | 13,200 | 13,200 |
| | January | February | March | April | May | June | TOTAL |
| REVENUE | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | |
| Per Pupil Revenue | | | | | | | |
| School District 1 (Enter Name) | - | - | - | - | - | - | - |
| School District 2 (Enter Name) | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | - | - | - | - | - | - | - |
| Special Education Revenue | - | - | - | - | - | - | - |
| Grants | - | - | - | - | - | - | - |
| Stimulus | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Development) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - |
| REVENUE FROM FEDERAL FUNDING | | | | | | | |
| IDEA Special Needs | | | | | | | |
| Title I | - | - | - | - | - | - | - |
| Title Funding - Other | - | - | - | - | - | - | - |
| School Food Service (Free Lunch) | - | - | - | - | - | - | - |
| Grants | - | - | - | - | - | - | - |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - |
| LOCAL and OTHER REVENUE | | | | | | | |
| Contributions and Donations | | | | | | | |
| Fundraising | 75,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 200,000 |
| Grants Reimbursement | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - |
| Tuition | - | - | - | - | - | - | - |
| OTHER | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 15,000 |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |
| TOTAL REVENUE | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012 | | | | | | | |
|--|------------------|----------|--------|--------|--------|----------|----------|
| | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |
| Total Revenue | 77,500 | 27,500 | 27,500 | 27,500 | 27,500 | 27,500 | 215,000 |
| Total Expenses | 51,467 | 24,467 | 25,800 | 27,800 | 24,467 | 22,800 | 176,800 |
| Net Income | 26,033 | 3,033 | 1,700 | (300) | 3,033 | 4,700 | 38,200 |
| Cash Flow Adjustments | - | - | - | - | - | (25,000) | (25,000) |
| Beginning Cash Balance | - | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | - |
| Net Income | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | 13,200 | 13,200 |
| | January | February | March | April | May | June | TOTAL |
| EXPENSES | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | |
| | No. of Positions | | | | | | |
| Executive Management | | | | | | | |
| Instructional Management | | | | | | | |
| Deane, Directors & Coordinators | | | | | | | |
| CEO / Director of Finance | | | | | | | |
| Operation / Business Manager | | | | | | | |
| Administrative Staff | | | | | | | |
| TOTAL ADMINISTRATIVE STAFF | | | | | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Teachers - Regular | | | | | | | |
| Teachers - SPED | | | | | | | |
| Substitute Teachers | | | | | | | |
| Teaching Assistants | | | | | | | |
| Specialty Teachers | | | | | | | |
| Aides | | | | | | | |
| Therapists & Counselors | | | | | | | |
| Other | | | | | | | |
| TOTAL INSTRUCTIONAL | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | |
| Nurse | | | | | | | |
| Librarian | | | | | | | |
| Custodian | | | | | | | |
| Security | | | | | | | |
| Other | | | | | | | |
| TOTAL NON-INSTRUCTIONAL | | | | | | | |
| SUB-TOTAL PERSONNEL SERVICE COSTS | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | |
| Payroll Taxes | | | | | | | |
| Fringe / Employee Benefits | | | | | | | |
| Retirement / Pension | | | | | | | |
| TOTAL PAYROLL TAXES AND BENEFITS | | | | | | | |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | | |
| CONTRACTED SERVICES | | | | | | | |
| Accounting / Audit | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 15,000 |
| Legal | | | | | | | |
| Management Company Fee | | | | | | | |
| Nurse Services | | | | | | | |
| Food Service / School Lunch | | | | | | | |
| Payroll Services | | | | | | | |
| Special Ed Services | | | | | | | |
| Titlement Services (i.e. Title I) | | | | | | | |
| Other Purchased / Professional / Consulting | 17,550 | 17,550 | 17,550 | 17,550 | 17,550 | 17,550 | 105,300 |
| TOTAL CONTRACTED SERVICES | 20,050 | 20,050 | 20,050 | 20,050 | 20,050 | 20,050 | 120,300 |
| SCHOOL OPERATIONS | | | | | | | |
| Board Expenses | | | | | | | |
| Classroom / Teaching Supplies & Materials | | | | | | | |
| Special Ed Supplies & Materials | | | | | | | |
| Textbooks / Workbooks | | | | | | | |
| Supplies & Materials other | | | | | | | |
| Equipment / Furniture | | | | | | | |
| Telephone | 500 | 500 | 500 | 500 | 500 | 500 | 3,000 |
| Technology | | | | | | | |
| Student Testing & Assessment | | | | | | | |
| Field Trips | | | | | | | |
| Transportation (Student) | | | | | | | |
| Student Services - other | | | | | | | |
| Office Expenses | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 6,000 |
| Staff Development | | | | | | | |
| Staff Recruitment | 1,667 | 1,667 | - | 5,000 | 1,667 | - | 10,000 |
| Student Recruitment / Marketing | 12,000 | | 3,000 | | | | 15,000 |
| School Meals / Lunch | | | | | | | |
| Travel (Staff) | | | | | | | |
| Fundraising | | | | | | | |
| Other | | | | | | | |
| TOTAL SCHOOL OPERATIONS | 15,167 | 3,167 | 4,500 | 6,500 | 3,167 | 1,500 | 34,000 |
| FACILITY OPERATION & MAINTENANCE | | | | | | | |
| Insurance | 15,000 | | | | | | 15,000 |
| Janitorial | | | | | | | |
| Building and Land Rent / Lease | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 6,000 |
| Repairs & Maintenance | | | | | | | |
| Equipment / Furniture | 250 | 250 | 250 | 250 | 250 | 250 | 1,500 |
| Security | | | | | | | |
| Utilities | | | | | | | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 16,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 22,500 |
| DEPRECIATION & AMORTIZATION | | | | | | | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | | | | | | |
| TOTAL EXPENSES | 51,467 | 24,467 | 25,800 | 27,800 | 24,467 | 22,800 | 176,800 |
| NET INCOME | 26,033 | 3,033 | 1,700 | (300) | 3,033 | 4,700 | 38,200 |
| CASH FLOW ADJUSTMENTS | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | |
| Example - Add Back Depreciation | | | | | | | |
| Other | | | | | | | |
| Total Operating Activities | | | | | | | |
| INVESTMENT ACTIVITIES | | | | | | | |
| Equipment expenditures included in start up budget- technology and equip./furniture | | | | | | (25,000) | (25,000) |
| Other | | | | | | | |
| Total Investment Activities | | | | | | (25,000) | (25,000) |
| FINANCING ACTIVITIES | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | | | | | | | |
| Other | | | | | | | |
| Total Financing Activities | | | | | | | |
| Total Cash Flow Adjustments | | | | | | (25,000) | (25,000) |
| NET INCOME | 26,033 | 3,033 | 1,700 | (300) | 3,033 | 4,700 | 38,200 |
| Beginning Cash Balance | - | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | - |
| ENDING CASH BALANCE | 26,033 | 29,067 | 30,767 | 30,467 | 33,500 | 13,200 | 13,200 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * July 1, 20xx to June 30, 20xx | | | | | | | | | | | | | |
|---|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
| * This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year | | | | | | | | | | | | | |
| Total Revenue | | | | | | | | | | | | | |
| Total Expenses | | | | | | | | | | | | | |
| Net Income | | | | | | | | | | | | | |
| Cash Flow Adjustments | | | | | | | | | | | | | |
| Beginning Cash Balance | | | | | | | | | | | | | |
| Net Income | | | | | | | | | | | | | |
| | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
| REVENUE | | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | |
| School District 1 (Enter Name) | | | | | | | | | | | | | |
| School District 2 (Enter Name) | | | | | | | | | | | | | |
| School District 3 (Enter Name) | | | | | | | | | | | | | |
| School District 4 (Enter Name) | | | | | | | | | | | | | |
| School District 5 (Enter Name) | | | | | | | | | | | | | |
| School District 6 (Enter Name) | | | | | | | | | | | | | |
| School District 7 (Enter Name) | | | | | | | | | | | | | |
| School District 8 (Enter Name) | | | | | | | | | | | | | |
| School District 9 (Enter Name) | | | | | | | | | | | | | |
| School District 10 (Enter Name) | | | | | | | | | | | | | |
| School District 11 (Enter Name) | | | | | | | | | | | | | |
| School District 12 (Enter Name) | | | | | | | | | | | | | |
| School District 13 (Enter Name) | | | | | | | | | | | | | |
| School District 14 (Enter Name) | | | | | | | | | | | | | |
| School District 15 (Enter Name) | | | | | | | | | | | | | |
| School District - ALL OTHER | | | | | | | | | | | | | |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | | | | | | | | | | | | | |
| Special Education Revenue | | | | | | | | | | | | | |
| Grants | | | | | | | | | | | | | |
| Stimulus | | | | | | | | | | | | | |
| DYCD (Department of Youth and Community Development) | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| Contributors and Donations | | | | | | | | | | | | | |
| Fundraising | | | | | | | | | | | | | |
| Grants Reimbursement | | | | | | | | | | | | | |
| Earnings on Investments | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | |
| Food Service (Income from meals) | | | | | | | | | | | | | |
| Taxi Book | | | | | | | | | | | | | |
| OTHER | | | | | | | | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | | | | | | | | | | | |
| TOTAL REVENUE | | | | | | | | | | | | | |

Everyone Included, Everyone Challenged, Everyone Successful

| | | Common Ground Charter School PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR * July 1, 20xx to June 30, 20xx | | | | | | | | | | | | |
|--|---|---|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
| | | * This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year | | | | | | | | | | | | |
| Total Revenue | | | | | | | | | | | | | | |
| Total Expenses | | | | | | | | | | | | | | |
| Net Income | | | | | | | | | | | | | | |
| Cash Flow Adjustments | | | | | | | | | | | | | | |
| Beginning Cash Balance | | | | | | | | | | | | | | |
| Net Income | | | | | | | | | | | | | | |
| | | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
| EXPENSES | | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | | |
| | No. of Positions | | | | | | | | | | | | | |
| | Executive Management | | | | | | | | | | | | | |
| | Instructional Management | | | | | | | | | | | | | |
| | Deans, Director & Coordinators | | | | | | | | | | | | | |
| | CFO/Director of Finance | | | | | | | | | | | | | |
| | Operator/Business Manager | | | | | | | | | | | | | |
| | Administrative Staff | | | | | | | | | | | | | |
| TOTAL ADMINISTRATIVE STAFF | | | | | | | | | | | | | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| | Teachers - Regular | | | | | | | | | | | | | |
| | Teachers - SPED | | | | | | | | | | | | | |
| | Substitute Teachers | | | | | | | | | | | | | |
| | Teaching Assistants | | | | | | | | | | | | | |
| | Specialty Teachers | | | | | | | | | | | | | |
| | Aides | | | | | | | | | | | | | |
| | Therapists & Counselors | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| TOTAL INSTRUCTIONAL | | | | | | | | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| | Nurse | | | | | | | | | | | | | |
| | Librarian | | | | | | | | | | | | | |
| | Custodian | | | | | | | | | | | | | |
| | Security | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| TOTAL NON-INSTRUCTIONAL | | | | | | | | | | | | | | |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| | Payroll Taxes | | | | | | | | | | | | | |
| | Foreign Employee Benefits | | | | | | | | | | | | | |
| | Retirement/Pension | | | | | | | | | | | | | |
| TOTAL PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | | | | | |
| CONTRACTED SERVICES | | | | | | | | | | | | | | |
| | Accounting / Audit | | | | | | | | | | | | | |
| | Legal | | | | | | | | | | | | | |
| | Management Company Fee | | | | | | | | | | | | | |
| | Nurse Services | | | | | | | | | | | | | |
| | Food Service / School Lunch | | | | | | | | | | | | | |
| | Payroll Services | | | | | | | | | | | | | |
| | Special Ed Services | | | | | | | | | | | | | |
| | Treatment Services (i.e. Title I) | | | | | | | | | | | | | |
| | Other Purchased / Professional / Consulting | | | | | | | | | | | | | |
| TOTAL CONTRACTED SERVICES | | | | | | | | | | | | | | |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| | Board Expenses | | | | | | | | | | | | | |
| | Classroom / Teaching Supplies & Materials | | | | | | | | | | | | | |
| | Special Ed Supplies & Materials | | | | | | | | | | | | | |
| | Textbooks / Workbooks | | | | | | | | | | | | | |
| | Supplies & Materials other | | | | | | | | | | | | | |
| | Equipment / Furniture | | | | | | | | | | | | | |
| | Telephone | | | | | | | | | | | | | |
| | Technology | | | | | | | | | | | | | |
| | Student Testing & Assessment | | | | | | | | | | | | | |
| | Field Trips | | | | | | | | | | | | | |
| | Transportation (student) | | | | | | | | | | | | | |
| | Student Services - other | | | | | | | | | | | | | |
| | Office Expenses | | | | | | | | | | | | | |
| | Staff Development | | | | | | | | | | | | | |
| | Staff Recruitment | | | | | | | | | | | | | |
| | Student Recruitment / Marketing | | | | | | | | | | | | | |
| | School Meals / Lunch | | | | | | | | | | | | | |
| | Travel/Staff | | | | | | | | | | | | | |
| | Fundraising | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| TOTAL SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| | Insurance | | | | | | | | | | | | | |
| | Janitorial | | | | | | | | | | | | | |
| | Building and Land Rent / Lease | | | | | | | | | | | | | |
| | Repairs & Maintenance | | | | | | | | | | | | | |
| | Equipment / Furniture | | | | | | | | | | | | | |
| | Security | | | | | | | | | | | | | |
| | Utilities | | | | | | | | | | | | | |
| TOTAL FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | | | | | | | | | | | | | |
| TOTAL EXPENSES | | | | | | | | | | | | | | |
| NET INCOME | | | | | | | | | | | | | | |
| CASH FLOW ADJUSTMENTS | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | |
| | Example - Add Back Depreciation | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| Total Operating Activities | | | | | | | | | | | | | | |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | | |
| | Equipment expenditures included in start up budget, technology and equip./furniture | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| Total Investment Activities | | | | | | | | | | | | | | |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | |
| | Example - Add Expected Proceeds from a Loan or Line of Credit | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | |
| Total Financing Activities | | | | | | | | | | | | | | |
| Total Cash Flow Adjustments | | | | | | | | | | | | | | |
| NET INCOME | | | | | | | | | | | | | | |
| Beginning Cash Balance | | | | | | | | | | | | | | |
| ENDING CASH BALANCE | | | | | | | | | | | | | | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|--------------------------|------------------|--------------------------|--------------------------|--------------|---------------------------------|
| Total Revenue | 1,233,532 | 1,167,890 | 179,177 | - | - | 2,580,598 |
| Total Expenses | 1,113,481 | 930,125 | 130,456 | 5,000 | 326,462 | 2,525,525 |
| Net Income | 120,051 | 217,765 | 48,720 | (5,000) | (326,462) | 55,074 |
| Actual Student Enrollment | 90 | 42 | | | | 132 |
| Total Paid Student Enrollment | 90 | 42 | | | | 132 |
| | | | PROGRAM SERVICES | SUPPORT SERVICES | | |
| | | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING |
| | | | | | | MANAGEMENT & GENERAL |
| | | | | | | TOTAL |
| REVENUE | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | |
| New York City | 12,443 | 1,119,870 | 522,606 | - | - | 1,642,476 |
| School District 2 (Enter Name) | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 12,443 | 1,119,870 | 522,606 | - | - | 1,642,476 |
| Special Education Revenue | | 592,242 | - | - | - | 592,242 |
| Grants | | | | | | |
| Stimulus | | | | | | |
| D/YCD (Department of Youth and Community Development) | 69,963 | 32,649 | - | - | - | 102,612 |
| Other | | | | | | |
| TOTAL REVENUE FROM STATE SOURCES | 1,189,833 | 1,147,497 | - | - | - | 2,337,330 |
| REVENUE FROM FEDERAL FUNDING | | | | | | |
| IDEA Special Needs | | | | | | |
| Title I | | | 174,161 | - | - | 174,161 |
| Title Funding - Other | | | 5,016 | - | - | 5,016 |
| School Food Service (Free Lunch) | 38,801 | 18,121 | - | - | - | 56,952 |
| Grants | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | | | | |
| Other | | | | | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | 38,801 | 18,121 | 179,177 | - | - | 236,130 |
| LOCAL and OTHER REVENUE | | | | | | |
| Contributions and Donations | | | | | | |
| Fundraising | | | | | | |
| Erate Reimbursement | | | | | | |
| Earnings on Investments | | | | | | |
| Interest Income | | | | | | |
| Food Service (Income from meals) | 2,066 | 964 | - | - | - | 3,029 |
| Text Book | 2,802 | 1,308 | - | - | - | 4,109 |
| OTHER | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 4,867 | 2,271 | - | - | - | 7,139 |
| TOTAL REVENUE | 1,233,532 | 1,167,890 | 179,177 | - | - | 2,580,598 |

Final 2009-2010 tuition amount used to show school planned assuming no increase in funding.

Revenues and expenses have been allocated between sub categories in the Program and Support services sections based on the following parameters:

- 1) Expected demographic of student population
- 2) Estimated time to be spent by administrators and other non-instructional staff on student related activity versus support activities.
- 3) Allocation of items that are generally considered support functions in accordance with accounting principles directly to that category.

The school has used its best estimates for the purposes of the budget as it has no historical data to base the allocations on.

Assumes \$51k start up lump sum aid, \$64,906 variable start up aid at \$391 per student

No IDEA in year 1

Assumption is 90% of student will be Title I, \$1,466 per student. NYC CSD 7 reports 89%. All Title funding and corresponding expenses are shown in the other column.

Title 2 funding \$38 per student

75% free lunch at \$2.70, 15% reduced price lunch at \$2.30, 10% full price lunch at \$2.70

No erate assumed in year 1 as school expects to be in temporary facility

Reduced price lunch and full price lunch assumption for collectans is 75%. Cost to students \$40 for reduced price lunch and \$1.50 for full price lunch.

NYS textbook, library and software aid, \$74.88 per student

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|------------------|-----------|--------------------------|--------------------------|--------------|---------------------------------|
| Total Revenue | 1,233,532 | 1,167,890 | 179,177 | - | - | 2,580,998 |
| Total Expenses | 1,113,481 | 950,125 | 130,456 | 5,000 | 326,462 | 2,525,525 |
| Net Income | 120,051 | 217,765 | 48,720 | (5,000) | (326,462) | 55,074 |
| Actual Student Enrollment | 90 | 42 | | | | 132 |
| Total Paid Student Enrollment | 90 | 42 | | | | 132 |
| | | | PROGRAM SERVICES | SUPPORT SERVICES | | |
| | | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING |
| | | | | | | MANAGEMENT & GENERAL |
| | | | | | | TOTAL |
| EXPENSES | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | No. of Positions | | | | | |
| Executive Management | 1.00 | 54,545 | 25,455 | - | - | 20,000 |
| Instructional Management | - | - | - | - | - | - |
| Deans, Directors & Coordinators | 2.00 | 48,000 | 96,000 | - | - | 15,000 |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | - | - | - | - | - | - |
| Administrative Staff | 1.00 | - | - | - | - | 35,000 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 102,545 | 121,455 | - | - | 71,000 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 6.00 | 180,182 | 87,818 | - | - | - |
| Teachers - SPED | 6.00 | 58,275 | 199,800 | 74,925 | - | - |
| Substitute Teachers | - | - | 4,295 | 2,005 | - | - |
| Teaching Assistants | 0.50 | 2,750 | 11,000 | - | - | - |
| Specialty Teachers | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | 2.50 | 26,600 | 106,400 | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 15.00 | 280,102 | 407,023 | 74,925 | - | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | - | - | - | - | - | - |
| Literarian | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - |
| Security | - | - | - | - | - | - |
| Other | 0.50 | 10,227 | 4,773 | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 0.50 | 10,227 | 4,773 | - | - | - |
| SUBTOTAL PERSONNEL SERVICE COSTS | 19.50 | 392,875 | 533,250 | 74,925 | - | 71,000 |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Payroll Taxes | | 36,675 | 49,779 | 6,994 | - | 6,675 |
| Fringe / Employee Benefits | | 37,875 | 51,407 | 7,223 | - | 6,945 |
| Retirement / Pension | | 9,764 | 13,253 | 1,865 | - | 1,765 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 84,314 | 114,839 | 16,079 | - | 15,385 |
| TOTAL PERSONNEL SERVICE COSTS | 19.50 | 477,189 | 647,889 | 91,004 | - | 86,299 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | | - | - | - | - | 20,000 |
| Legal | | - | - | - | - | 10,000 |
| Management Company Fee | | - | - | - | - | - |
| Nurse Services | | 31,418 | 14,662 | - | - | 46,000 |
| Food Service / School Lunch | | 43,740 | 20,412 | - | - | 64,152 |
| Payroll Services | | - | - | - | - | - |
| Special Ed Services | | - | - | - | - | - |
| Talent Services (i.e. Title I) | | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 150,329 | 70,153 | - | - | 24,498 |
| TOTAL CONTRACTED SERVICES | | 225,487 | 105,227 | - | - | 54,498 |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | | 4,320 | 2,016 | 9,504 | - | 15,840 |
| Special Ed Supplies & Materials | | - | 9,500 | - | - | 5,500 |
| Textbooks / Workbooks | | 31,500 | 14,700 | 19,800 | - | 66,000 |
| Supplies & Materials other | | 9,914 | 4,626 | - | - | 14,540 |
| Equipment / Furniture | | 6,818 | 3,182 | - | - | 10,000 |
| Telephone | | 9,205 | 4,295 | - | - | 13,500 |
| Technology | | - | - | 5,000 | - | 5,000 |
| Student Testing & Assessment | | 2,340 | 1,092 | 5,148 | - | 8,580 |
| Field Trips | | 2,250 | 1,050 | - | - | 3,300 |
| Transportation (student) | | - | - | - | - | - |
| Student Services - other | | 1,705 | 795 | - | - | 2,500 |
| Office Expense | | 5,802 | 2,708 | - | - | 8,510 |
| Staff Development | | - | - | - | - | 17,020 |
| Staff Recruitment | | - | - | - | - | 10,000 |
| Student Recruitment / Marketing | | 6,818 | 3,182 | - | - | 10,000 |
| School Meals / Lunch | | - | - | - | - | - |
| Travel (Staff) | | 665 | 310 | - | - | 975 |
| Fundraising | | - | - | - | 5,000 | - |
| Other | | 2,094 | 977 | - | - | 3,341 |
| TOTAL SCHOOL OPERATIONS | | 83,430 | 44,434 | 39,462 | 5,000 | 36,326 |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | | 15,341 | 7,159 | - | - | 2,500 |
| Janitorial | | 3,068 | 1,432 | - | - | 500 |
| Building and Land Rent / Lease | | 268,466 | 125,284 | - | - | 43,750 |
| Repairs & Maintenance | | 20,097 | 9,378 | - | - | 32,750 |
| Equipment / Furniture | | - | - | - | - | - |
| Security | | - | - | - | - | - |
| Utilities | | 20,403 | 9,522 | - | - | 3,325 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 327,375 | 152,775 | - | - | 53,350 |
| DEPRECIATION & AMORTIZATION | | - | - | - | - | 19,392 |
| DESTRUCTION ESCROW & RESERVES / CONTINGENCY | | - | - | - | - | 76,612 |
| TOTAL EXPENSES | | 1,113,481 | 950,125 | 130,456 | 5,000 | 326,462 |
| NET INCOME | | 120,051 | 217,765 | 48,720 | (5,000) | (326,462) |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|----------------------|----------------------|---------|------------------|-------------------------|----------------------------|
| Total Revenue | 1,233,532 | 1,167,890 | 179,177 | - | - | 2,580,598 |
| Total Expenses | 1,113,481 | 930,125 | 130,456 | 5,000 | 326,462 | 2,525,525 |
| Net Income | 120,051 | 217,765 | 48,720 | (5,000) | (326,462) | 55,074 |
| Actual Student Enrollment | 90 | 42 | | | | 132 |
| Total Paid Student Enrollment | 90 | 42 | | | | 132 |
| | PROGRAM SERVICES | | | SUPPORT SERVICES | | |
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNRAISING | MANAGEMENT & GENERAL | TOTAL |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| New York City | 90 | 42 | - | | | 132 |
| School District 2 (Enter Name) | - | - | - | | | - |
| School District 3 (Enter Name) | - | - | - | | | - |
| School District 4 (Enter Name) | - | - | - | | | - |
| School District 5 (Enter Name) | - | - | - | | | - |
| School District 6 (Enter Name) | - | - | - | | | - |
| School District 7 (Enter Name) | - | - | - | | | - |
| School District 8 (Enter Name) | - | - | - | | | - |
| School District 9 (Enter Name) | - | - | - | | | - |
| School District 10 (Enter Name) | - | - | - | | | - |
| School District 11 (Enter Name) | - | - | - | | | - |
| School District 12 (Enter Name) | - | - | - | | | - |
| School District 13 (Enter Name) | - | - | - | | | - |
| School District 14 (Enter Name) | - | - | - | | | - |
| School District 15 (Enter Name) | - | - | - | | | - |
| School District - ALL OTHER | - | - | - | | | - |
| TOTAL ENROLLMENT | 90 | 42 | - | | | 132 |
| REVENUE PER PUPIL | 13,706 | 27,807 | - | | | 19,550 |
| EXPENSES PER PUPIL | 12,372 | 22,622 | - | | | 19,133 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter 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 | 372,453 | 147,406 | 372,756 | 5,998 | 423,245 | 8,053 | 378,451 | 5,998 | 425,300 | 5,998 | 423,245 | 11,693 | 2,580,598 |
| Total Expenses | 195,945 | 200,155 | 207,614 | 214,239 | 209,941 | 209,071 | 217,292 | 212,396 | 212,404 | 211,979 | 210,729 | 223,359 | 2,523,525 |
| Net Income | 176,508 | (52,749) | 165,142 | (208,241) | 213,304 | (201,018) | 161,159 | (206,398) | 212,896 | (205,981) | 212,516 | (212,065) | 55,074 |
| Cash Flow Adjustments | (33,006) | (32,444) | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | (48,008) |
| Beginning Cash Balance | 13,200 | 156,702 | 71,510 | 238,470 | 32,109 | 247,171 | 47,865 | 210,737 | 6,051 | 220,659 | 16,391 | 230,619 | 13,200 |
| Net Income | 156,702 | 71,510 | 238,470 | 32,109 | 247,171 | 47,865 | 210,737 | 6,051 | 220,659 | 16,391 | 230,619 | 20,266 | 20,266 |
| * 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'. | | | | | | | | | | | | | |
| REVENUE | | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | |
| New York City | 12,443 | | | | | | | | | | | | |
| School District 2 (Enter Name) | 273,746 | - | 273,746 | - | 273,746 | - | 273,746 | - | 273,746 | - | 273,746 | - | 1,642,478 |
| School District 3 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 12,443 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 273,746 | 1,642,478 |
| Special Education Revenue | 98,707 | - | 98,707 | - | 98,707 | - | 98,707 | - | 98,707 | - | 98,707 | - | 592,242 |
| Grants | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Stimulus | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DVCD (Department of Youth and Community Develop.) | - | 102,612 | - | - | - | - | - | - | - | - | - | - | 102,612 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | 372,453 | 102,612 | 372,453 | - | 372,453 | - | 372,453 | - | 372,453 | - | 372,453 | - | 2,337,330 |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Title I | - | 43,540 | - | - | 43,540 | - | - | - | 43,540 | - | 43,540 | - | 174,161 |
| Title Funding - Other | - | 1,254 | - | - | 1,254 | - | - | - | 1,254 | - | 1,254 | - | 5,016 |
| School Food Service (Free Lunch) | - | - | - | 5,695 | 5,695 | 5,695 | 5,695 | 5,695 | 5,695 | 5,695 | 5,695 | 11,391 | 56,953 |
| Grants | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | 44,794 | - | 5,695 | 50,409 | 5,695 | 5,695 | 5,695 | 50,409 | 5,695 | 50,409 | 11,391 | 236,130 |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | |
| Contributors and Donations | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 303 | 3,029 |
| Text Book | - | - | - | - | - | 2,095 | - | - | 2,095 | - | - | - | 4,109 |
| OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - | - | 303 | 303 | 303 | 2,358 | 303 | 303 | 2,358 | 303 | 303 | 303 | 7,139 |
| TOTAL REVENUE | 372,453 | 147,406 | 372,756 | 5,998 | 423,245 | 8,053 | 378,451 | 5,998 | 425,300 | 5,998 | 423,245 | 11,693 | 2,580,598 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter 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 | 372,453 | 147,406 | 372,756 | 5,998 | 423,245 | 8,053 | 378,451 | 5,998 | 425,300 | 5,998 | 423,245 | 11,693 | 2,580,998 | |
| Total Expenses | 195,945 | 200,155 | 207,614 | 214,239 | 209,941 | 209,071 | 217,292 | 212,396 | 212,404 | 211,979 | 210,729 | 223,759 | 2,525,525 | |
| Net Income | 176,508 | (52,749) | 165,142 | (208,241) | 213,304 | (20,018) | 161,159 | (206,398) | 212,896 | (205,981) | 212,516 | (212,065) | 55,474 | |
| Cash Flow Adjustments | (33,006) | (32,444) | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | (48,008) | |
| Beginning Cash Balance | 13,200 | 156,702 | 71,510 | 238,470 | 32,109 | 247,171 | 47,865 | 210,737 | 6,051 | 220,659 | 16,391 | 230,619 | 13,200 | |
| Net Income | 156,702 | 71,510 | 238,470 | 32,109 | 247,171 | 47,865 | 210,737 | 6,051 | 220,659 | 16,391 | 230,619 | 20,266 | 20,266 | |
| EXPENSES | | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | | |
| Executive/Management | 1.00 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 100,000 | |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Deans, Directors & Coordinators | 2.00 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 160,000 | |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Operations / Business Manager | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Administrative Staff | 1.00 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 24,583 | 295,000 | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| Teachers - Regular | 6.00 | - | 13,143 | 26,286 | 26,286 | 26,286 | 26,286 | 26,286 | 26,286 | 26,286 | 26,286 | 26,286 | 276,000 | |
| Teachers - SPED | 6.00 | - | 15,857 | 31,714 | 31,714 | 31,714 | 31,714 | 31,714 | 31,714 | 31,714 | 31,714 | 31,714 | 333,000 | |
| Substitute Teachers | - | - | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 630 | 6,300 | |
| Teaching Assistants | 0.50 | - | 685 | 1,370 | 1,370 | 1,370 | 1,370 | 1,370 | 1,370 | 1,370 | 1,370 | 1,370 | 13,700 | |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Therapists & Counselors | 2.50 | - | 6,333 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 133,000 | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| TOTAL INSTRUCTIONAL | 15.00 | - | 35,888 | 72,606 | 72,606 | 72,606 | 72,606 | 72,606 | 72,606 | 72,606 | 72,606 | 72,606 | 762,900 | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custodian | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | 0.50 | - | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 15,000 | |
| TOTAL NON-INSTRUCTIONAL | 0.50 | - | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 15,000 | |
| SUBTOTAL PERSONNEL SERVICE COSTS | 19.50 | 24,583 | 60,571 | 96,690 | 96,690 | 96,690 | 96,690 | 96,690 | 96,690 | 96,690 | 96,690 | 96,690 | 1,072,900 | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| Fringe Taxes | 2.296 | 5,657 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 9,217 | 100,122 | |
| Fringe / Employee Benefits | 2,370 | 5,839 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 9,514 | 103,950 | |
| Retirement / Pension | 611 | 1,505 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 2,463 | 26,444 | |
| TOTAL PAYROLL TAXES AND BENEFITS | 5,277 | 13,002 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 21,194 | 230,116 | |
| TOTAL PERSONNEL SERVICE COSTS | 19.50 | 29,860 | 73,737 | 119,873 | 119,873 | 119,873 | 119,873 | 119,873 | 119,873 | 119,873 | 119,873 | 119,873 | 1,302,166 | |
| CONTRACTED SERVICES | | | | | | | | | | | | | | |
| Accounting / Audit | - | - | - | 5,000 | - | - | - | - | - | - | - | - | 15,000 | 20,000 |
| Legal | 2,500 | - | - | - | 2,500 | - | - | 2,500 | - | - | - | - | 2,500 | 10,000 |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Nurse Services | - | - | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 4,608 | 46,080 | |
| Food Service / School Lunch | - | - | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 6,415 | 64,152 | |
| Parade Services | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Titration Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 20,415 | 244,880 | |
| TOTAL CONTRACTED SERVICES | 22,915 | 20,415 | 31,438 | 36,438 | 35,938 | 31,438 | 35,938 | 35,938 | 31,438 | 31,438 | 31,438 | 46,938 | 385,212 | |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | 5,336 | 6,336 | - | - | - | - | 3,168 | - | - | - | - | - | 15,840 | |
| Special Ed Supplies & Materials | 2,750 | 2,750 | - | - | - | - | - | - | - | - | - | - | 5,500 | |
| Textbooks / Workbooks | 33,000 | 33,000 | - | - | - | - | - | - | - | - | - | - | 66,000 | |
| Supplies & Materials other | 5,816 | 5,816 | - | - | - | - | 2,908 | - | - | - | - | - | 14,540 | |
| Equipment / Furniture | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 | |
| Telephone | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 27,000 | |
| Technology | 5,000 | - | - | - | - | - | - | - | - | - | - | - | 5,000 | |
| Student Testing & Assessment | - | 6,438 | - | - | - | - | 2,145 | - | - | - | - | - | 8,360 | |
| Field Trips | - | - | - | - | 825 | - | - | - | 825 | - | 825 | 825 | 3,300 | |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Student Services - other | - | - | - | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 313 | 2,500 | |
| Office Expense | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 1,418 | 17,000 | |
| Staff Development | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Staff Recruitment | - | - | - | - | - | - | - | 3,333 | 3,333 | 3,333 | - | - | 10,000 | |
| Student Recruitment / Marketing | - | - | - | - | - | 2,500 | 2,500 | 2,500 | 2,500 | - | - | - | 10,000 | |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Travel (Staff) | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 163 | 1,950 | |
| Fundraising | - | - | 1,200 | 2,500 | - | - | - | - | - | 1,200 | - | - | 5,000 | |
| Other | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 534 | 6,413 | |
| TOTAL SCHOOL OPERATIONS | 53,101 | 64,536 | 6,449 | 8,011 | 6,338 | 8,011 | 16,232 | 8,836 | 11,344 | 10,919 | 9,669 | 5,199 | 208,643 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| Insurance | 25,000 | - | - | - | - | - | - | - | - | - | - | - | 25,000 | |
| Janitoria | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 5,000 | |
| Building and Land Rent / Lease | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 36,458 | 437,500 | |
| Repairs & Maintenance | 24,729 | 729 | 729 | 729 | 729 | 729 | 729 | 729 | 729 | 729 | 729 | 729 | 32,750 | |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Utilities | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 2,771 | 33,250 | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 89,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 40,375 | 533,500 | |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | | |
| 694 | 1,256 | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 19,392 | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | - | - | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 7,661 | 76,612 | |
| TOTAL EXPENSES | 195,945 | 200,155 | 207,614 | 214,239 | 209,941 | 209,071 | 217,292 | 212,396 | 212,404 | 211,979 | 210,729 | 223,759 | 2,525,525 | |
| NET INCOME | 176,508 | (52,749) | 165,142 | (208,241) | 213,304 | (20,018) | 161,159 | (206,398) | 212,896 | (205,981) | 212,516 | (212,065) | 55,474 | |
| CASH FLOW ADJUSTMENTS | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | 694 | 1,256 | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 19,392 | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Total Operating Activities | 694 | 1,256 | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 1,712 | 19,392 | |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | | |
| Equipment expenditures included in start up budget- technology and eqpt/furniture | (33,700) | (33,700) | - | - | - | - | - | - | - | - | - | - | (67,400) | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Total Investment Activities | (33,700) | (33,700) | - | - | - | - | - | - | - | - | - | - | (67,400) | |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Total Cash Flow Adjustments | (33,006) | (32,444) | 1,818 | 1,880 | 1,757 | 1,712 | 1,712 | 1,712 | 1,712 | | | | | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter 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. | | | | | | |
| Total Revenue | 3,086,398 | 3,884,251 | 5,258,787 | 6,515,121 | 7,891,181 | |
| Total Expenses | 2,523,325 | 3,758,979 | 5,228,132 | 6,385,881 | 7,826,274 | |
| Net Income (Before Cash Flow Adjustments) | 563,073 | 125,272 | 1,030,655 | 1,129,240 | 1,064,907 | |
| Actual Student Enrollment | 122 | 194 | 284 | 312 | 368 | |
| Total Paid Student Enrollment | 122 | 194 | 284 | 312 | 368 | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | 2012 | 2013 | 2014 | 2015 | 2016 | |
| | *Year 1 should tie to Totals for Year 1 on Tab: 4 and 5 | | | | | |
| | Per Pupil Revenue Percentage Increase | | | | | |
| REVENUE | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | 3.0% |
| Per Pupil Revenue | 13,027 | | | | | |
| New York City | 1,642,478 | 2,486,560 | 3,330,988 | 4,242,202 | 5,153,732 | All revenue categories assume 3% inflation factor in Year 2- Year 5 |
| School District 2 (Educ. Name) | - | - | - | - | - | |
| School District 3 (Educ. Name) | - | - | - | - | - | |
| School District 4 (Educ. Name) | - | - | - | - | - | |
| School District 5 (Educ. Name) | - | - | - | - | - | |
| School District 6 (Educ. Name) | - | - | - | - | - | |
| School District 7 (Educ. Name) | - | - | - | - | - | |
| School District 8 (Educ. Name) | - | - | - | - | - | |
| School District 9 (Educ. Name) | - | - | - | - | - | |
| School District 10 (Educ. Name) | - | - | - | - | - | |
| School District 11 (Educ. Name) | - | - | - | - | - | |
| School District 12 (Educ. Name) | - | - | - | - | - | |
| School District 13 (Educ. Name) | - | - | - | - | - | |
| School District 14 (Educ. Name) | - | - | - | - | - | |
| School District 15 (Educ. Name) | - | - | - | - | - | |
| School District - All OTHER | - | - | - | - | - | |
| TOTAL Per Pupil Revenue (Average District Per Pupil Funding) | 13,027 | | | | | |
| Special Education Revenue | 1,642,478 | 2,486,560 | 3,330,988 | 4,242,202 | 5,153,732 | |
| Grants | 792,262 | 893,639 | 1,208,505 | 1,296,234 | 1,606,702 | *Total special education provisions by year are follows: |
| State | - | - | - | - | - | 20% in 2012; 10% in 2013; 10% in 2014; 10% in 2015; 10% in 2016 |
| FYED (Special Education) and Other (State) | 393,618 | - | - | - | - | 80% in 2012; 10% in 2013; 10% in 2014; 10% in 2015; 10% in 2016 |
| Other | - | - | - | - | - | |
| TOTAL REVENUE FROM STATE SOURCES | 2,372,338 | 3,279,971 | 4,354,503 | 5,248,436 | 6,460,434 | |
| REVENUE FROM FEDERAL FUNDING | | | | | | |
| IDEA Special Needs | - | 86,624 | 83,869 | 111,796 | 139,964 | IDEA is calculated using prior year's student enrollment. Base rate of \$1,257 per child and 20% rate increase in '12 |
| Total | 179,361 | 245,643 | 355,537 | 499,624 | 566,479 | |
| Total Fund - Other | 5,085 | 7,583 | 18,946 | 12,855 | 15,719 | |
| School Food Service (Fee based) | 16,953 | 86,214 | 185,295 | 147,099 | 178,755 | |
| Grants | - | - | - | - | - | |
| Charter School Program (CSP) Planning & Support (15%) | - | - | - | - | - | |
| Other | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | 226,140 | 417,679 | 549,831 | 714,673 | 800,862 | |
| LOCAL and OTHER REVENUE | | | | | | |
| Contributions and Donations | - | - | - | - | - | |
| Fundraising | - | - | - | - | - | |
| Endowment | - | - | 15,780 | 16,853 | 17,350 | Revenue 10% of endowment on 6/30/12 based on 1% |
| Language or Investments | - | - | - | - | - | |
| Interest Income | - | - | - | - | - | |
| Food Service (Share from meals) | 3,029 | 4,585 | 6,284 | 7,624 | 9,505 | |
| Tuition | 4,199 | 6,221 | 8,389 | 10,614 | 12,895 | |
| Other | - | - | 30,280 | - | - | Rate of Building expense reserve established in year 1 and 2 to pay for cost of replacement facility |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 7,128 | 10,806 | 130,253 | 144,922 | 197,710 | |
| TOTAL REVENUE | 3,086,398 | 3,884,251 | 5,258,787 | 6,515,121 | 7,891,181 | |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter 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. | | | | | | |
| Actual Student Enrollment | | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total Revenue | 3,088,098 | 3,090,251 | 3,258,787 | 4,515,121 | 7,891,101 | |
| Total Expenses | 2,528,525 | 2,758,979 | 3,228,132 | 4,385,981 | 7,826,274 | |
| Net Income (Before Cash Flow Adjustments) | 559,573 | 331,272 | 25,655 | 1,129,140 | 1,064,827 | |
| Actual Student Enrollment | 132 | 194 | 284 | 312 | 368 | |
| Total Paid Student Enrollment | 132 | 194 | 284 | 312 | 368 | |
| EXPENSES | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | |
| | No. of Positions | | | | | |
| Executive Management | 1.00 | 350,000 | 100,000 | 150,000 | 209,270 | 112,951 |
| Instructional Management | 2.00 | 160,000 | 160,000 | 160,744 | 254,791 | 264,465 |
| CEO / Director of Finance | - | - | - | - | - | - |
| Operations / Business Manager | - | - | - | 47,341 | 49,173 | 50,648 |
| Admin / Finance Staff | 1.00 | 15,000 | 15,000 | 17,542 | 20,245 | 20,245 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 235,000 | 300,000 | 305,286 | 433,409 | 458,209 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teacher - Regular | 6.00 | 275,000 | 426,240 | 585,617 | 721,940 | 1,013,951 |
| Teacher - SPED | 6.00 | 253,000 | 519,485 | 706,539 | 909,630 | 1,124,260 |
| Student Teacher | - | 6,300 | 16,188 | 21,875 | 28,000 | 34,125 |
| Teaching Assistants | 0.80 | 13,750 | 27,680 | 39,115 | 52,940 | 69,085 |
| Special Ed Teacher | - | - | 24,750 | 56,403 | 84,900 | 112,073 |
| Admin | - | - | - | - | - | - |
| Therapist & Counselor | 2.00 | 113,000 | 287,615 | 390,411 | 554,198 | 727,200 |
| Other | - | - | 86,712 | 111,150 | 166,680 | 185,240 |
| TOTAL INSTRUCTIONAL | 16.00 | 760,050 | 1,412,830 | 1,965,630 | 2,612,630 | 3,717,607 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Admin | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - |
| Cleaner | - | - | - | - | - | - |
| Security | - | - | - | - | - | - |
| Other | - | 15,000 | 20,000 | 11,827 | 49,173 | 67,627 |
| TOTAL NON-INSTRUCTIONAL | - | 15,000 | 20,000 | 11,827 | 49,173 | 67,627 |
| PAYROLL TAXES AND BENEFITS | \$9.00 | 1,072,031 | 1,746,790 | 2,248,226 | 3,175,063 | 3,908,633 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | | 30,000 | 30,000 | 21,888 | 21,885 | 22,518 |
| Legal | | 30,000 | 30,000 | 10,800 | 10,807 | 11,225 |
| Management Company Fee | | - | - | - | - | - |
| News Service | | 46,000 | 55,370 | 57,024 | 58,745 | 60,507 |
| Food Service / School Lunch | | 66,152 | 97,413 | 120,962 | 165,692 | 201,202 |
| Special Ed Services | | - | - | - | - | - |
| Telephone Service (ex. Title 3) | | - | - | - | - | - |
| Other Contracted / Professional / Consulting | | 244,900 | 339,612 | 468,094 | 594,905 | 728,281 |
| TOTAL CONTRACTED SERVICES | | 381,212 | 522,997 | 720,447 | 851,724 | 1,000,140 |
| SCHOOL OPERATIONS | | | | | | |
| Board Expense | | 15,940 | 20,978 | 22,336 | 49,812 | 49,722 |
| Charter School / Teaching Supplies & Materials | | 5,900 | 10,000 | 15,000 | 20,000 | 40,000 |
| Special Ed Supplies & Materials | | 66,000 | 52,224 | 62,899 | 73,322 | 81,188 |
| Telephone / Internet | | 14,540 | 21,043 | 27,721 | 34,974 | 41,590 |
| Supplies & Materials Other | | 30,000 | 30,300 | 10,809 | 10,927 | 11,215 |
| Equipment / Furniture | | 27,000 | 27,810 | 28,644 | 29,504 | 30,389 |
| Travel | | 5,000 | 5,150 | 5,303 | 5,464 | 5,628 |
| Technology | | 8,300 | 10,488 | 17,315 | 22,861 | 28,202 |
| Student Supply & Assessment | | 3,200 | 4,995 | 6,727 | 8,503 | 10,255 |
| Transportation / Buses | | 2,900 | 5,150 | 5,303 | 5,464 | 5,628 |
| Other Expense | | 17,020 | 21,990 | 29,642 | 37,502 | 45,561 |
| Subcontract | | - | 5,000 | 5,000 | 5,500 | 5,500 |
| Office / Maintenance | | 30,000 | 30,300 | 10,809 | 10,927 | 11,215 |
| Special Ed / Materials / Supplies | | 30,000 | 30,300 | 10,809 | 10,927 | 11,215 |
| School Bus / Fuel | | 1,900 | 3,142 | 4,237 | 5,284 | 7,260 |
| Travel / Other | | 5,000 | 5,150 | 5,303 | 5,464 | 5,628 |
| Other | | 6,413 | 12,190 | 14,415 | 17,333 | 20,000 |
| TOTAL SCHOOL OPERATIONS | | 208,643 | 245,803 | 292,747 | 343,230 | 424,143 |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Utilities | | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| Janitor | | 5,000 | 5,150 | 5,303 | 5,464 | 5,628 |
| Building and Land Maint / Lease | | 437,500 | 437,500 | 892,500 | 919,275 | 946,061 |
| Repairs & Maintenance | | 32,750 | 19,750 | 97,500 | 16,250 | 79,543 |
| Equipment / Furniture | | - | - | - | - | - |
| Security | | 33,250 | 34,248 | 33,900 | 39,700 | 41,202 |
| Utilities | | 533,500 | 523,798 | 1,035,486 | 1,054,538 | 1,146,462 |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 99,300 | 269,600 | 374,622 | 454,500 | 472,231 |
| DEPRECIATION & AMORTIZATION | | | | | | |
| Utilities | | 16,611 | 236,085 | 105,814 | 150,300 | 197,767 |
| TOTAL EXPENSES | | 2,528,525 | 2,758,979 | 3,228,132 | 4,385,981 | 7,826,274 |
| NET INCOME | | 559,573 | 331,272 | 25,655 | 1,129,140 | 1,064,827 |

Everyone Included, Everyone Challenged, Everyone Successful

| Common Ground Charter School | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD | | | | | |
| *NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter will be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations. | | | | | |
| | Year 1 2013 | Year 2 2014 | Year 3 2015 | Year 4 2016 | Year 5 2017 |
| Total Revenue | 2,588,998 | 3,088,251 | 5,258,787 | 6,515,321 | 7,891,101 |
| Total Expenses | 2,628,326 | 3,238,879 | 5,218,131 | 6,380,881 | 7,826,274 |
| Net Income (Before Cash Flow Adjustments) | 58,074 | 84,972 | 24,585 | 9,140 | 64,827 |
| Actual Student Enrollment | 132 | 194 | 254 | 312 | 368 |
| Total Paid Student Enrollment | 132 | 194 | 254 | 312 | 368 |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | |
| New York City | 132 | 194 | 254 | 312 | 368 |
| School District 2 (Name) | - | - | - | - | - |
| School District 3 (Name) | - | - | - | - | - |
| School District 4 (Name) | - | - | - | - | - |
| School District 5 (Name) | - | - | - | - | - |
| School District 6 (Name) | - | - | - | - | - |
| School District 7 (Name) | - | - | - | - | - |
| School District 8 (Name) | - | - | - | - | - |
| School District 9 (Name) | - | - | - | - | - |
| School District 10 (Name) | - | - | - | - | - |
| School District 11 (Name) | - | - | - | - | - |
| School District 12 (Name) | - | - | - | - | - |
| School District 13 (Name) | - | - | - | - | - |
| School District 14 (Name) | - | - | - | - | - |
| School District 15 (Name) | - | - | - | - | - |
| School District - All OTHER | - | - | - | - | - |
| TOTAL ENROLLMENT | 132 | 194 | 254 | 312 | 368 |
| REVENUE PER PUPIL | 19,550 | 15,910 | 20,722 | 20,882 | 21,451 |
| EXPENSES PER PUPIL | 19,551 | 16,745 | 20,583 | 20,621 | 21,267 |
| CASH FLOW ADJUSTMENTS | | | | | |
| OPERATING ACTIVITIES | | | | | |
| Add Back Depreciation | 19,302 | 29,698 | 37,652 | 45,943 | 67,351 |
| Other | - | - | - | - | - |
| Total Operating Activities | 19,302 | 29,698 | 37,652 | 45,943 | 67,351 |
| INVESTMENT ACTIVITIES | | | | | |
| Equipment purchases included in status budget, technology and equipment purchase | (67,400) | (55,630) | (46,323) | (39,450) | (29,040) |
| Other | - | - | - | - | - |
| Total Investment Activities | (67,400) | (55,630) | (46,323) | (39,450) | (29,040) |
| FINANCING ACTIVITIES | | | | | |
| Example - Add Issuance Proceeds from a Loan to Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - |
| Total Cash Flow Adjustments | (48,098) | (25,932) | (8,671) | 6,097 | (1,689) |
| NET INCOME | 7,066 | 27,512 | 15,985 | 15,239 | 23,138 |
| Beginning Cash Balance | 13,290 | 26,196 | 27,589 | 47,883 | 62,271 |
| ENDING CASH BALANCE | 26,296 | 42,508 | 42,983 | 52,721 | 68,659 |

Common Ground Charter School
Staffing Chart by Year

| | Year 1 2013 | Year 2 2014 | Year 3 2015 | Year 4 2016 | Year 5 2017 |
|--|----------------|----------------|----------------|----------------|----------------|
| ADMINISTRATIVE STAFF | | | | | |
| Executive Management | | | | | |
| Director of Finance and Operations | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Deans, Directors and Coordinators | | | | | |
| Director of Curriculum and Instruction | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Special Education/ELL Coordinator | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Director of Data and Assessment | | | | 1.0 | 1.0 |
| <i>subtotal</i> | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 |
| Operation/Business Manager | | | | | |
| Operations Manager | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 |
| Administrative Staff | | | | | |
| Elementary School Admin. Assistant | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Total Administrative Staff | 4.0 | 4.0 | 5.0 | 6.0 | 6.0 |
| INSTRUCTIONAL PERSONNEL | | | | | |
| General Ed Teacher | 6.0 | 9.0 | 12.0 | 15.0 | 18.0 |
| Lead Teacher | 6.0 | 9.0 | 12.0 | 15.0 | 18.0 |
| Teaching Assistants | 0.5 | 2.0 | 3.0 | 5.0 | 6.0 |
| Specialty Teachers | | | | | |
| Art/Music/PE | | 0.5 | 1.0 | 2.0 | 3.0 |
| Reading Specialist | | 0.0 | 0.0 | 0.0 | 0.0 |
| <i>subtotal</i> | 0.0 | 0.5 | 1.0 | 2.0 | 3.0 |
| Therapists and Counselors | | | | | |
| SIPS | 1.5 | 2.0 | 3.0 | 4.0 | 5.0 |
| School Psychologist | 0.0 | 0.5 | 1.0 | 1.0 | 2.0 |
| Instructional Coach | 0.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| Home-School Coordinator (Social Worker) | 1.0 | 1.5 | 1.5 | 2.0 | 2.5 |
| <i>subtotal</i> | 2.5 | 5.0 | 6.5 | 9.0 | 11.5 |
| Total Instructional Personnel | 15.0 | 25.5 | 34.5 | 46.0 | 56.5 |
| NON INSTRUCTIONAL PERSONNEL | | | | | |
| Other | | | | | |
| Food Service Worker | 0.5 | 1.0 | 1.0 | 1.5 | 2.0 |
| Total Non Instructional Personnel | 0.5 | 1.0 | 1.0 | 1.5 | 2.0 |
| Total # of Staff Members | 19.5 | 30.5 | 40.5 | 53.5 | 64.5 |

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Capital Budget

| | Start up | Year 1 2013 | Year 2 2014 | Year 3 2015 | Year 4 2016 | Year 5 2017 |
|---------------------------|----------|----------------|----------------|----------------|----------------|----------------|
| New students | | 132 | 62 | 60 | 58 | 56 |
| Enrollment | | 132 | 194 | 254 | 312 | 368 |
| New classrooms | | 6 | 3 | 3 | 3 | 3 |
| Classrooms | | 6 | 9 | 12 | 15 | 18 |
| New Admin & Support Staff | 3 | 2.5 | 1 | 1 | 3 | 1 |
| Admin & Support Staff | 3 | 5.5 | 6.5 | 7.5 | 10.5 | 11.5 |

Assumptions

Technology- Quantity needed

| | Start up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------|----------|--------|--------|--------|--------|--------|
| For new classrooms | | | | | | |
| PC and monitor | | 6 | 3 | 3 | 3 | 3 |
| Laptop | | | | | | |
| Printers | | 6 | 3 | 3 | 3 | 3 |
| Smart board | | 0 | 0 | 0 | 0 | 18 |
| LCD projector | | 6 | 3 | 3 | 3 | 3 |

1 per classroom

1 color printer per classroom

1 per classroom- Year 1 classrooms will be given LCD projectors in Year 2 unless additional funding allows purchase in Year 1.

| For new staff | | | | | | |
|----------------------|---|---|---|---|---|---|
| PC and monitor | | 4 | 1 | 2 | 1 | 2 |
| Laptop | 3 | 0 | 1 | 1 | | |
| Printers | 3 | 4 | 2 | 1 | 1 | 2 |

PC's for shared offices

Laptops for certain administrative staff

Shared printers for administrative staff

| For existing classrooms and staff | | | | | | |
|--|--|---|---|---|---|-----|
| PC and monitor | | 2 | 6 | 0 | 0 | 9 |
| Laptop | | 0 | 0 | 0 | 2 | 0 |
| Printers | | 1 | 0 | 1 | 2 | 7.5 |

Library/Computer lab - total of 8 pc's, replacements in

4th year of service at- 50% replacement

Replacements

1 color printer in Library/Computer lab to start- 1

added yr 3

Technology expense

| | Cost | Start up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 replacements |
|---------------------------|---------|----------|---------|---------|---------|---------|------------------------|
| For new classrooms | | | | | | | |
| PC and monitor | \$1,000 | \$0 | \$6,000 | \$3,090 | \$3,183 | \$3,278 | \$3,377 |
| Laptop | \$1,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printers | \$500 | \$0 | \$3,000 | \$1,545 | \$1,591 | \$1,639 | \$1,688 |
| Smart board | \$2,500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$50,648 |
| LCD projector | \$1,000 | \$0 | \$0 | \$9,270 | \$3,183 | \$3,278 | \$3,377 |

Everyone Included, Everyone Challenged, Everyone Successful

Capital Budget

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|--|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| For new staff | | | | | | | |
| PC and monitor | \$1,000 | \$0 | \$4,000 | \$1,030 | \$2,122 | \$1,093 | \$2,251 |
| Laptop | \$1,000 | \$3,000 | \$0 | \$1,030 | \$1,061 | \$0 | \$0 |
| Printers | \$150 | \$450 | \$600 | \$309 | \$159 | \$164 | \$338 |
| For existing classrooms and staff | | | | | | | |
| PC and monitor | \$1,000 | \$0 | \$2,000 | \$6,180 | \$0 | \$0 | \$10,130 |
| Laptop | \$1,000 | \$0 | \$0 | \$0 | \$0 | \$2,185 | \$0 |
| Printers | \$500 | \$0 | \$500 | \$0 | \$530 | \$1,093 | \$4,221 |
| School wide | | | | | | | |
| Network equipment (in dollars) | Varies | \$15,000 | \$1,500 | | \$1,500 | | |
| Fax Machine | Varies | \$1,000 | | | | | |
| Phone System | Varies | \$3,000 | | | | | |
| Smartboard shared space and replacement | Varies | | | \$5,000 | | | \$2,500 |
| Shared Network Printer | Varies | \$1,200 | | | | | |
| Total technology budget | | \$23,650 | \$17,600 | \$27,454 | \$13,329 | \$12,730 | \$78,528 |

Router for school network included in start up budget.
Year 1 and Year 3 wiring costs

Smart board for computer lab/library in Year 3
Shared Network Color Printer for teachers for higher volume items

Furniture- Quantity needed

| | | Start up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------------|---------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| For new classrooms | | | | | | | |
| Furniture | | | 6 | 3 | 3 | 3 | 3 |
| For new staff | | | | | | | |
| Furniture | | 3 | 4 | 1 | 3 | 0 | 0 |
| Furniture expense | | | | | | | |
| | Cost | Start up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| For new classrooms | | | | | | | |
| Furniture | \$8,000 | \$0 | \$48,000 | \$24,720 | \$25,462 | \$26,225 | \$27,012 |
| For new staff | | | | | | | |
| Furniture | \$450 | \$1,350 | \$1,800 | \$464 | \$1,432 | \$0 | \$0 |
| School wide | | | | | | | |
| Furniture- Library/Computer Lab | Varies | | \$0 | \$3,000 | | | \$500 |
| Replacement furniture and fixtures | Varies | | | | | \$500 | \$3,000 |
| Total furniture budget | | \$1,350 | \$49,800 | \$28,184 | \$26,894 | \$26,725 | \$30,512 |

Furniture for admin office, shared space and conference rooms

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Capital Budget

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|--|----------|----------|----------|-----------|----------|-----------|
| Total capitalized expenditures per cash flow statement | \$25,000 | \$67,400 | \$55,638 | \$40,223 | \$39,456 | \$109,040 |
| Total Building Renovations | | \$24,000 | \$10,000 | \$80,000 | \$10,000 | \$50,000 |
| Total spend | \$25,000 | \$91,400 | \$65,638 | \$120,223 | \$49,456 | \$159,040 |

Not shown as capital expenditure per cash flow statement. Included in cost of operations.

Depreciation Expense on Capitalized Assets

| | | | | | | | Total |
|------|-------|--------|--------|-------|-------|--------|--------|
| 2011 | 5,000 | 13,480 | | | | | 18,480 |
| 2012 | 5,000 | 13,480 | 11,128 | | | | 29,608 |
| 2013 | 5,000 | 13,480 | 11,128 | 8,045 | | | 37,652 |
| 2014 | 5,000 | 13,480 | 11,128 | 8,045 | 7,891 | | 45,543 |
| 2015 | 5,000 | 13,480 | 11,128 | 8,045 | 7,891 | 21,808 | 67,351 |

From: Arthur Boyd

March 29, 2011 6:53:15 PM EDT

To: [REDACTED]

Subject: Common Ground Charter School Pledged Contribution

March 26, 2011

Ms. Leslie Brown

Co-Lead Applicant

Common Ground Charter School

Re: Contribution to Common Ground Charter School

Dear Ms. Brown:

Congratulations on being invited to submit an application to receive a charter for your elementary school in the South Bronx. We admire the hard work and dedication that you and the members of the Planning Group have put into this effort, and we wish you continued success in the process.

On behalf of the Arthur and Joan Boyd Family Foundation, we pledge \$10,000 toward your start-up funds, should Common Ground Charter School receive approval for its charter. Please keep us posted on your progress. We hope you are successful!

Sincerely,

Art and Joan Boyd

Arthur and Joan Boyd Family Foundation

[REDACTED]

Mamaroneck, New York 10543



March 15th, 2011

To Whom It May Concern:

**RE: Insurance Coverage for Common Ground Charter School
Broker of Record – Arthur J. Gallagher & Co.**

We are pleased to provide insurance services for Common Ground Charter School. Our division specializes in Charter schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of New York as required by law. Our program utilizes the following carriers which are admitted in the State of NY: Philadelphia Insurance Company, The Hartford, and Chartis.

On behalf of Common Ground Charter School, the following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

| Coverage | Limit |
|---|---|
| General Liability | \$1,000,000 occurrence \$2,000,000 aggregate |
| Workers Compensation | Statutory Limits pursuant to NY laws |
| Employee Benefits Liability | \$1,000,000 |
| Automobile/Bus Liability including underinsured and uninsured as needed | \$1,000,000 |
| Umbrella / Excess Liability above primary program | \$10,000,000 |
| Employment Practices Liability | \$1,000,000 |
| Educators Legal Liability | \$1,000,000 |
| School Board Errors & Omissions (Directors & Officers) | \$1,000,000 |
| Sexual Misconduct Liability | \$1,000,000 \$2,000,000 aggregate |
| Crime / Fidelity Coverage (Bonds) | \$500,000 |
| Property/Lease and Boiler Machinery Coverage | Blanket Limits as needed by School, on an all risk of direct physical basis |
| Student Accident Coverage | Primary \$25,000 limits and CAT option at \$5,000,000 |

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As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

| Coverage | Annual Premium Indication |
|--|---------------------------|
| General Liability/Abuse/Crime/Auto | \$5,670 |
| Directors & Officers / Employment Practices | \$2,500 |
| Property-Assuming leasing only \$100k contents | \$750 |
| Excess \$10 million Limits | \$1,109 |
| Workers Compensation | \$9,750 |
| Educators Legal Liability | \$1,750 |
| Total | \$21,529 |

Exposures: Based on 132 students, 20 employees, payroll of \$1,300,000

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

| Coverage | Timeline |
|---|---|
| School Board Legal/Educators Legal Liability | As soon as board is formed and making school based decisions (contracts) |
| Employment Practices Liability | Before applications are accepted for employment positions |
| Workers Compensation | Before first employee is hired. |
| General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage). | When lease agreement is signed or property is purchased (landlord will require General Liability coverage). |
| Property/Flood | As soon as you acquire contents/school equipment |

Please let me know if you have any questions.

Sincerely,

Mark A. Gajowski II, CFP
1 Rabro Drive, Suite 11
Hauppauge, New York 11788
phone: 631-434-8200 x 2

Everyone Included, Everyone Challenged, Everyone Successful

BCNY The Boys' Club
of New York

a better future starts at our door

Department of Educational Services
The Boys' Club of New York
287 East 10th Street
New York, NY 10009
Tel. (212) 677-1108
Fax. (212) 253-1940
www.bcny.org

March 23, 2011

Common Ground Charter School
c/o Rosanne Ferber-Lerner

[REDACTED]
Bronx, NY 10463

Dear Selection Committee:

I am writing this letter in support of the Accomplish Charter School to establish a potential partnership in providing better services for its students. Our boys face enormous pressure. More and more of them are dropping out of school, and relegated and pushed to the very margins of our social order. The middle – school years are pivotal times as the maturity and growth of a young child begin to formulate itself. A solid middle school education will certainly increase their chances and opportunities for placement into a competitive high school.

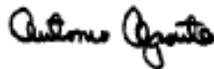
For over 140 years the Boys' Club of New York has lead the nation in the area of youth development. It has been a safe haven providing a wide array of activities lending themselves to the core value of the Boys' Club of New York, which is rooted in Civility, Community and Character.

As the nation's oldest and largest agency of its kind, The Boys' Club of New York has been serving some of the poorest congressional districts in the Northeast since 1876. Our independent school program was initiated in 1957, and we have since placed over a sixteen hundred boys at nearly 130 different schools. The overall program retention and rate of graduation has been close to ninety percent and as we begin our fifty-second year of placement, we are better prepared than ever to provide our boys with the counsel, support and encouragement that they will need in order to succeed.

We strongly believe that the Accomplish Charter School will provide a rigorous and exciting curriculum that will prepare its' student towards acceptance into or to succeed at many of the top specialized, private or top academic schools. We support the philosophy and pedagogical mission of the Accomplish Charter School. Addressing a monumental need to service the special learning needs of children would fill a great void that exists in Community District 7.

The Boys' Club of New York's partnering with Accomplish Charter School will provide a synergy that will better provide each entity with its goals of making our young members future leaders by achieving greater academic and social success.

Sincerely,



Antonio Aponte
Director of Educational Services

Everyone Included, Everyone Challenged, Everyone Successful

URSULINE CONVENT
9 Willow Drive
New Rochelle, NY 10805

Ms. Rosanne Ferber-Lerner
Common Ground Charter School


Bronx, NY 10463

Dear Ms. Rosanne,

I am writing today in support of the establishment of Common Ground Charter School in the South Bronx. As an Ursuline Sister who had lived in the Bronx for most of the past thirty years, I am keenly aware of the educational and developmental needs of children in the area. Many of our sisters have taught in schools in the South Bronx, and I myself am a member of The Board of both Academy of Mt. St. Ursula and at the separately incorporated Mt. St. Ursula Speech Center for Communication and Learning.

I wish you well in your endeavors to help our very needy children, and I assure you of my interest and support as you move forward.

Yours sincerely,


Sr. Pascal Conforti, OSU

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*Museum of Bronx History
Edgar Allan Poe Cottage*



*Research Library
The Bronx County Archives*

Dr Gary D Hermalyn
Executive Director

March 17, 2011

Common Ground Charter School
c/o Rosanne Ferber-Lerner



Bronx, NY 10463

Dear Ms. Lerner:

I am writing to express our strong support of the proposed Common Ground Charter School.

The establishment of the proposed elementary school would provide a quality education to Bronx students with special needs under carefully trained and selected faculty.

The Bronx County Historical Society looks forward to assisting in the development of this fine school project.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Hermalyn".

GDH:tb

THE BRONX COUNTY HISTORICAL SOCIETY

3309 Bambridge Avenue, The Bronx, NY 10467 / Telephone (718) 881-8900 / Fax (718) 881-4827 / www.bronxhistoricalsociety.org

FOLLOWING ARE ATTACHMENTS 7, 8 & 9

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Attachment 7: Prospective Founding Group Resumes

Attached are the resumes of the following:

Anderson, Steve
Boyd, Karen
Brown, Leslie
Cohen, Karen
Ferber-Lerner, Rosanne
Gentile, Jennifer
Kaufmann, Bruce
Kurian, Nicholas
MacManus, Katharine
McTiernan, Katerina
Perry-Stoval, Roger
Riley, Corey
Starkey, Megan

[REDACTED]
New York, New York 10016
[REDACTED]

Stephen Anderson

Education

[1980-1983] SUNY - Binghamton Binghamton New York
Master Degree /ABD Public Administration

[1973-1978] University of Minnesota Morris, Minnesota
Bachelors Degree

Professional Experience

[1990-Present] NYC Office of Management and Budget New York
Director Operations Research Unit

- Develop citywide productivity programs
- Forecast PA, Foster care, MA, Homeless, and other expenses
- Develop optimal resource allocation modes for hiring, routing, risk management, etc
- Assist OMB task forces and agencies in quantitative modeling and analysis

[1986-1990] NYC Office of Management and Budget New York
Unit Head – Public Safety Units

- Managed budgets for NYPD, FDNY, criminal justice agencies
- Developed PEG programs and policy reviews

[1984-1986] NYC Fire Department New York City
Analyst - Operations Research Unit

- Conducted survey research
- Conducted organizational reviews and policy analysis

[1978-1980] University of Minnesota Continuing Education
Morris Minnesota
Program Director

- Developed adult education classroom and television programming

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Related Experience

Abraham Joshua Heschel School*, New York, New York
Master Plan for the School's 89th Street Building

Berkeley-Carroll School, Brooklyn, New York
Program/Scope Confirmation Study for 181 Lincoln Place expansion and 712/716 Carroll renovation

Brearley School, New York, New York
Space Programming for campus expansion, 107,000 nsf

Brooklyn Heights Montessori School, Brooklyn, New York
Facilities Audit and Zoning Study, 38,000 gsf
Master Plan, 47,000 gsf

Chapin School, New York, New York
Space and Facilities Master Plan, 21,000 gsf new and 50,000 gsf renovation

Collegiate School*, New York, New York
Facilities Master Plan

Convent of the Sacred Heart, Greenwich, Connecticut
Facilities Master Plan, 6 buildings, 141,000 gsf

Greenwich Academy, Greenwich, Connecticut
Campus Master Plan, 36 acres, 273,000 gsf

Nichols School, Buffalo, New York
Campus Master Plan, 7 buildings, 270,000 gsf

Staten Island Academy, Staten Island, New York
Campus Master Plan, 9 buildings, 70,000 gsf

Trinity School, New York, New York
Facilities Master Plan, 223,000 gsf studied

Gettysburg College, Gettysburg, Pennsylvania
Planning Study for new Sunderman Conservatory of Music, 48,000 gsf / Planning Study for relocation of visual arts department, 51,000 gsf / Residence Hall Master Plan, 39 residence halls, 535,000 gsf / Planning Study for Breidenbaugh Hall and McKnight Hall / Campus-wide Master Plan, 1.2 million gsf*

Hamilton College, Clinton, New York
Integrated Facilities Plan, 13 buildings, 377,650 gsf
Master Plan for athletic / recreation complex, 185,000 gsf

Hobart & William Smith Colleges, Geneva, New York
Planning Study for the sciences and math / CS, 133,000 gsf
Campus Master Plan, with particular focus on the sciences, humanities, performing arts, classrooms, administration and student affairs space, 408,000 gsf

Molloy College, Rockville Centre, New York
Feasibility & Programming Studies for new campus center, 55,000 gsf
Campus Master Plan, 4 buildings, 270,000 gsf

Susquehanna University, Selinsgrove, Pennsylvania
Program Study for new Science Building and renovations to Fisher Hall, 120,000 gsf
Program Study for renovations and expansion of Degenstein Student Center, 93,000 gsf
Programming / Planning for new Student Event Space, 5,100 gsf

Yale University, New Haven, Connecticut
Leigh Hall Feasibility Study, 30,000 gsf / Hendrie Programming Study, 35,000 gsf

* Indicates work completed prior to joining Bufair Rogan Basket

Education

Karen received her Bachelor of Arts from Smith College and her Masters of Architecture from the University of Virginia.

Professional Affiliations

Karen is a licensed architect in New York, New Jersey and Virginia and is an NCARB certificate holder. She is a member of the AIA and the Society for College and University Planning and is a LEED accredited professional.

Karen Anne
Boyd, AIA
LEED® AP

PARTNER
PLANNER/PROGRAMMER



The focus of Karen Boyd's 25 years of professional experience has been planning, programming and design for educational institutions. Prior to joining BRB, she served as the Director of Campus Space Planning at Gettysburg College in Pennsylvania. Throughout her career, she has demonstrated her ability to foster long-term client relationships, balance the interests of multiple constituencies, organize and analyze a diverse range of information and develop thoughtful, creative and comprehensive master plans and building programs.

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LESLIE F. BROWN

[REDACTED], New York, NY 10021 [REDACTED]
[REDACTED]

EDUCATION

UNIVERSITY OF CALIFORNIA, BOALT HALL SCHOOL OF LAW, Berkeley, California, *J.D.*
Berkeley Technology Law Journal, Executive Editor, Articles Editor; 3L Class Representative to Boalt Hall Student Association; Black Law Students Association; Lt. Governor, Law Student Division of the ABA; East Bay Community Law Center, Community Economic Development Clinic; ATLA Mock Trial Competition

BROWN UNIVERSITY, Providence, Rhode Island, *A.B. Computer Science*

BAR ADMISSIONS

California; District of Columbia (pending); United States District Court for the Northern District of California; United States District Court for the Central District of California; Ninth Circuit Court of Appeals; United States Court of Appeals for the Federal Circuit.

LEGAL PROFESSIONAL EXPERIENCE

WEIL GOTSHAL & MANGES LLP, New York, New York

Knowledge Management Attorney, Patent Litigation

February 2007 to present

Provide knowledge management services to patent litigation group. Develop and maintain legal knowledge databases and web sites. Research, collect and organize legal updates. Ongoing research of current technology trends, applications and tools to assist the practice. Work closely with litigators, paralegals, and support staff to lead initiation, development and implementation of knowledge management projects throughout the firm. Attorney representative to KM team and portal (intranet) redesign team.

Provide pro bono assistance to elders in need of life planning documents. Provide counsel to a single mother in a child support matter before the Appellate Division, Fourth Department. Provide pro bono workshops for parents seeking legal custody of their disabled adult children.

WILMER CUTLER PICKERING HALE AND DORR LLP, Palo Alto, California

Associate Attorney, Corporate Department

November 2005 to January 2007

Technical Transactions and Licensing Group

Focused on technology and intellectual property transactions. Represented emerging and established clients in the software, Internet and electronics industries in transactions involving the development, licensing, manufacturing, supply, marketing, distribution and commercialization of products, technology and intellectual property. Drafted license-in, license-out and open source agreements. Performed due diligence review of material agreements in preparation for mergers and acquisitions.

Provided pro bono assistance to a non-profit organization that supplies electronic communications systems to developing regions. Part of a team providing post conviction legal services to a death row inmate housed in Baltimore, Maryland. Team efforts resulted in a halt to executions in Maryland.

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HELLER EHRMAN LLP, San Francisco, California

Associate, Litigation Practice Group

February 2003 to November 2005

Experience in all aspects of complex civil litigation with an emphasis on intellectual property disputes including patent, unfair competition, copyright, trademark and trade secret matters. Negotiated and drafted settlement agreements and cross licenses. Enforced trademarks and copyrights on behalf of entertainment licensing companies. Substantial experience in litigation management including, written discovery, depositions, motion practice, oral argument and trial preparation. Drafted and opposed motions to compel, motions to dismiss and motions for summary judgment. Researched and drafted legal memoranda, case management statements and mediation briefs.

In addition to business clients, extensive experience as primary counsel on numerous pro bono matters providing assistance to low-income tenants and bay area non-profit organizations. Successfully negotiated numerous landlord/tenant disputes and provided land use advise to a local humane society.

Representative to the Associates Committee.

FISH & NEAVE, Palo Alto, California

Associate, Patent Litigation

September 2000 to February 2003

Summer Associate and Law Clerk

May 1999 to May 2000

Experience as member of team on several large patent litigation matters. Drafted dispositive motions, demurrers, motions *in limine*, trial briefs, settlement agreements and technology licenses. Drafted and responded to written discovery requests. Performed extensive legal research and drafting of fact and legal memoranda.

UNIVERSITY OF COLORADO, Boulder, Colorado

Research Assistant to Professor Richard Delgado

Summer 1998

Student member of research project examining historical trends in educational and professional opportunities for minorities in Colorado.

NON-LEGAL PROFESSIONAL EXPERIENCE

INTEGRAL SYSTEMS, INC. and INPOWER, INC., San Francisco, California

Consultant, Professional Services

February 1995 to July 1997

Primary function was to maintain client satisfaction. Customized and implemented Human Resource Information System (HRIS). Provided technical and professional training to clients and other employees. Member of core team taking client-server application from release into production. Consistently received Superior performance evaluations. Extensive business travel and client contact.

VIEWSTAR CORPORATION (NOW GLOBAL360), Alameda, California

Client Services Consultant, Worldwide Operations

February 1994 to February 1995

Technical Liaison, Consulting Services

September 1993 to February 1994

Training Specialist, Education Services

February 1992 to September 1993

Configured and implemented document imaging and workflow systems for domestic and international clients. Provided resolutions to customer problems not yet solved by standard customer support group. Developed and coordinated custom system training. Created standard training materials and system documentation. As member of international consulting organization, relocated

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to England to serve clients and partners in England, Italy and the Middle East. Extensive business travel and client contact.

INDEPENDENT CONTRACTOR, California and Oklahoma January 1990 to February 1992
Provided software consulting services for numerous entities. Developed a constituent database for a state representative and lobbyist. Performed software testing for a desktop publishing software company and wrote and executed a test plan for an office suite software product.

TEKNEKRON INFOSWITCH (NOW AUTONOMY E-TALK), San Francisco, California
Systems Engineer October 1988 to January 1990
Principal point of contact for national client base of digital telecommunications switching technology company. Managed projects and performed a wide range of technical services including system configuration, training, troubleshooting and hardware and software installation. Position involved extensive travel to personally work with clients and to provide pre-sales technical support to the sales organization.

LANDRUM & BROWN, INC., Mill Valley, California
Programmer/Analyst; Assistant Programmer October 1986 to October 1988
Assisted in project management for a Chicago-based aviation management and consulting company. Liaison for clients and technical specialists of other vendors. Participated in all aspects of software development - design, test, implementation, training, documentation and support. Provided technical support to software engineers and environmental planners. Assisted marketing staff in production of marketing materials and in responding to requests for proposals (RFPs) and requests for qualifications (RFQs). Extensive travel.

PUBLICATIONS

Note, *Avery Dennison Corp. v. Sumpton*, 14 Berkeley Tech. L. J. 247 (1999) (trademark dilution), cited by the Ninth Circuit Court of Appeals in *Avery Dennison Corp. v. Sumpton*, 189 F.3d 868, 873 (9th Cir. 1999).

SPEAKING ENGAGEMENTS

NY Large Law Firm KM Group, Panelist, NY-Toronto Post Legal Tech KM Summit, 2009
International Law Technology Association, Panelist, Annual Conference 2009

PROFESSIONAL AND COMMUNITY ACTIVITIES

Across the Spectrum Charter School: Member Organizing Committee; Women United in Philanthropy (United Way): Member; East Bay Community Law Center: Former Member of the Board; Criminal Records Expungement Summit: Volunteer; McCullum Youth Court (alternative sentencing court for first-time juvenile offenders): Former Member of the Board and Judge; Lawyers' Committee for Civil Rights: Legal Services for Entrepreneurs; California Lawyers for the Arts; Alameda County Mock Trial Competition: Judge; Boalt Hall School of Law: Partners in Leadership Team Leader, Co-Chair Reunion Committee, Co-Chair Class Fundraising Campaign; Brown University: Alumni Association Leader, Class Leader, Co-Chair Reunion Committee; New York Large Law Firm Knowledge Management Group: Membership Committee; New York Professional Support Lawyer Group; Extensive CLE and hands-on experience in non-profit organizations and educational law.

Karen G. Cohen

Brooklyn, NY 11231,

EDUCATION

Advanced Certification, Administration/Supervision, 2002, Hunter College, New York, NY.

Master of Arts in Drama Therapy, 1995, New York University, New York, NY

Bachelor of Arts in Technical Theater, 1984, California State University Long Beach, Long Beach, CA

NEW YORK STATE LICENSURE

School District Administrator (permanent)

School Administrator/Supervisor (provisional)

Teacher of English to Speakers of Other Languages (permanent)

Pre-K, K, 1-6 (permanent)

Performing Arts – Drama (professional)

CALIFORNIA STATE LICENSURE

Administrative Services Credential (preliminary)

Multiple Subject Teaching Credential – General Subjects, Drama/Theater (preliminary)

Crosscultural, Language and Academic Development Certificate (clear)

New York City Department of Education Licensure (DOE)

Supervisor Elementary and Secondary;

Assistant Principal High School for TESOL, Drama and Administration

EXPERIENCE

Director Educational Program Services

August 2010 – Present

United Cerebral Palsy/NYC Manhattan Children's Program

- Oversees and directs daily operation of total program.
- Supervises classroom teachers and clinical staff.
- Approves classroom placements and curriculum design.
- Serves as liaison with all other programs of the Agency and with other agencies and the community.

Founding Member

April 2008-April 2010

Kingsbridge Innovative Design Charter School

- Participated in the concept and development of the school.
- Developed the curriculum.
- Attended training workshops for starting a new charter school.
- Attended meeting with partnering organizations that will be working with the school.

Literacy Consultant/Staff Developer

August 2007-present

Mondo Publishing

- Train classroom teachers in *Bookshop* reading program and balanced literacy.
- Train school level administrators in *Bookshop* reading program and balanced literacy.
- Provide classroom management techniques and strategies.

New York City Department of Education:

Administrative Assistant, Lead ESL Teacher, Teacher Trainer

December 2004-August 2007

P.S. 128\Audubon School.

- Write the Comprehension Educational Plan (CEP) for State Accountability
- Budget Team for the school, responsibilities include ordering CORE Curriculum, supplies and materials.
- Developed and provided training of English Language Learner Standards for monolingual classroom teachers
- Facilitate the School's Safety Committee by holding monthly meetings; write yearly Safety Plan as required by New York City Department of Education; maintain safety plans during the school year.
- Facilitate the Project Arts Committee by holding monthly meetings; attending monthly district/regional Arts liaison meetings; create and implement yearly budget; order supplies and materials; organize cultural institution participation for students and arrange field trips.
- Function as Attendance Coordinator working with the guidance counselors, Pupil Accounting Secretary and Family Worker to improve attendance and reduce lateness; hold monthly meetings of the Attendance Committee; Institute behavior modification program awarding students who demonstrate improvement in their absences and lateness.
- Coordinate the New York Knicks Read to Achieve Reading Zone, arranging various reading activities for classroom teachers and their classes.
- Responsible for writing P.S. 128's monthly report for Professional Development Accountability.
- Testing Team. Analyzing raw data from students; given the task of helping to assess students' exam results leading to development of teaching strategies to address the areas of student need for classroom preparation in testing.
- Teach second, third, fourth and fifth grade students in ESL.

Acting Assistant Principal, Supervisor for:

September 2004-December 2004

P.S. 128\Audubon School

- 2nd and 3rd Grade teachers, as well as supervised the Cluster teachers and School Aides.
- Supervisor for School Safety; Project Arts; Health; Nutrition and Fitness Committees
- Oversaw and monitored Social Studies Curriculum which included test preparation for 5th grade students for state exam, ordering materials for classroom teachers.
- Field Trip Coordinator, ordering buses for trips; maintaining and distributing passes for public transportation; arranging field trips for classroom teachers.
- Coordinator for the NY Knicks Read to Achieve Reading Zone. Wrote a proposal to the Cheering for Children Foundation explaining socio-economic level of the students and why participation in the Reading Zone would benefit the students of PS 128M. Coordinated trips sponsored by the Knicks and in school reading activities with the players.
- Planned and implemented Professional Development workshops during academic school year covering the following topics: the use of the Palm Pilot for the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and Developing Math and Literacy Portfolios for students in grades 2 and 3.

ESL Teacher:

September 1998 – August 2004

P.S. 128\Audubon School

- Developed, planned and implemented the ESL curriculum for kindergarten through fifth grade in both Special Education and General Education classes. This included preparing, presenting and illustrating creative and appropriate lesson plans for each of these classes on a daily basis using drama in conjunction with the ESL methodologies.
- Taught a Fourth Grade class for the Power School Program during the Winter Recess in 1998 and 1999.
- Taught a Fourth Grade Literacy class for Project Read Program in 1998-1999, an after school program.
- Taught a Second Grade Literacy Class for Project Read 1999-2000 an after school program.
- Taught a Fifth Grade Class for Project Read 2001-2002 an after school program.
- Taught Fourth Grade in Summer School 1999; Third Grade in Summer 2000; Fifth Grade in Summer 2002

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Cohen page 3

- Administered and coordinated the Early LAB Test for my school during the summers of 1999, 2000 and 2000.
- Year Two Tutor for the Reading Rescue Program, a one to one tutorial.
- Taught a Fourth Grade; Third Grade and Second Grade Class for the FEMA After School Program in 2003.
- Administered and scored Early Childhood Literacy Development System 2 (E-CLAS2), Early Performance Assessment in Language Arts (E-PAL), Language Assessment Battery/Revised (LAB/R), New York State English as a Second Language Achievement Test (NYSESLAT) and Dynamic Indicator of Basic Early Literacy Skills (DIBELS).

PROFESSIONAL AFFILIATIONS:

Association For Supervision and Curriculum Development (ASCD)
Teachers of English To Speakers of Other Languages (TESOL)
New York State Teachers of English To Speakers of Other Languages (NYSTESOL)
California Teachers of English To Speakers of Other Languages (CATESOL)
International Reading Association
Phi Delta Kappa International

ROSANNE FERBER-LERNER

Riverdale, New York 10463

- **NEW YORK CITY BOARD OF EDUCATION**
SPEECH/LANGUAGE PATHOLOGIST 1983 to 1985
 - Evaluate school age students; write diagnostic reports
 - Administer therapeutic intervention, individually and in group, to school age children with special needs (specialized intervention with multiply handicapped population, autistic spectrum disorders and non-handicapped students with deficits in speech production)

- **INSTITUTES OF APPLIED HUMAN DYNAMICS**
SUPERVISOR 1978 to 1983
 - Supervise and conduct educational and specialized training of teachers, teacher assistants, support staff and related interdisciplinary staff in 3 sites
 - Organize all hearing, speech and language services for pre-schoolers, school aged children and daytreatment clients
 - Supervise speech and language pathologists in diagnostic evaluations, therapy measures, agency regulations and school rules

- **UNITED CEREBRAL PALSY DEVELOPMENTAL CENTER**
SUBSTITUTE TEACHER 1977 to 1978

REFERENCES AVAILABLE UPON REQUEST

Jennifer A. Gentile

• Bronx, NY 10465 •

WORK EXPERIENCE:

The Bedford Road School, Pleasantville, NY

Classroom Teacher - Grade 4

(September 2005 – Present)

- Created and delivered professional development workshops on Creative Writing for 1st, 3rd, and 4th grade classroom teachers.
- Designed and delivered various creative writing units within the Writer's Workshop model. Specific units included: Memoirs, Poetry, Fiction, Picture Book Writing, and Non-Fiction units of study.
- Implemented a Balanced Literacy model that combined independent reading, guided reading, and literature circle activities in order to foster student comprehension within the Reader's Workshop model.
- Differentiated instruction to meet multiple learning styles & intelligences for all students.
- Created flexible math groups to investigate mathematics by using hands-on manipulatives.
- Linked literacy and the content areas through the design and implementation of thematic social studies units.
- 4th Grade representative on the recent Principal Selection Committee

NYC P.S. 32, Bronx, NY

NYC Teaching Fellow - Grade 5

(September 2003 – August 2005)

- Designed & implemented engaging hands-on lessons based on NYS Curriculum Standards.
- Analyzed standardized test scores & portfolio work to design individualized data driven instruction.
- Collaborated with 5th grade staff to develop annual curriculum pacing calendars for all subjects.
- Wrote and won NYC Lap-Top Grant and incorporated computer based lessons for content area instruction.
- Facilitated annual review meetings, documented anecdotes, & managed at-risk evaluation process.
- Fostered strong parent & community relationships within a diversified multicultural setting. Established: Kindergarten Reading Program, Family Reading Days, Writing Celebrations, Community Speakers, & Newsletters.

MagnaCare, Garden City, NY

Project Manager & Provider Contractor

(October 2001 – August 2003)

- Established and managed MagnaCare's Project Management Office. Major responsibilities included:
 - conducting cost benefit analysis on requested projects
 - securing stakeholder buy-in for all new projects & staffing approved project teams
 - tracking project progress against associated budgets and project plans
 - managing project issues & risks; reporting project status to executive level management
- Crafted business plans and executive level presentations to support business development initiatives. Assisted CEO and COO in delivering these presentations to prospective clients and the board of directors.
- Member of the cross functional management team that was accountable for diagnosing organizational issues and developing detailed project plans and solutions for the affected functional areas.
- Part-time resource within the Medical Delivery Unit, major responsibilities included:
 - Courting and retaining primer specialty physicians and groups.
 - Fee Schedule Management: Analyzed cost effectiveness of Northern NJ & Lower NY network against industry benchmarks. Based on analysis, led a project team of over 75 resources to implement fee schedule modification project.
 - Secured approximately twenty group/ancillary/hospital contracts per month.

Accenture, New York, NY

Learning Design & Development Consultant

(August 1999 – September 2001)

- Transition Management: Lead training consultant accountable for designing and implementing a new hire training program for a large financial services client that was transitioning their operations from NYC to San Antonio.
- Led a team of 5 training consultants to conduct a Learning Needs Assessment for a globally dispersed workforce of over 2,500 employees. Worked directly with executive level clients to understand business requirements and identify critical skills.
- Developed and implemented a communication strategy to support the rollout of 25 new business processes.
- Conducted a Job Role Impact Assessment to gauge the organizational impact of a global PeopleSoft system implementation.
- Participated in process flow improvement sessions to help re-engineer and document 5 new business processes.

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- Analyzed an organization's As-Is and To-Be processes, and based on the results of this comparative analysis, proposed a Change-Management Strategy to help executive level clients successfully navigate widespread organizational change.

Academic Experience:

Master of Science, General & Special Elementary Education – 5/2005

Mercy College, Bronx, New York GPA: 3.9 Honors: Summa Cum Laude

Bachelor of Arts, Political Communication – 5/1999

University at Albany, Albany, New York GPA: 3.8 Honors: Summa Cum Laude

Internships: Legislative Aide for the Honorable Senator Oppenheimer (1998), Researcher NYS Crime Victims Board (1997)

Technical Skills: Proficient in Microsoft Word, PowerPoint, Excel, Project, and Outlook, Dream Weaver Web Software, SPSS Statistical Analysis Software, Windows Explorer, and Advanced Internet Research.

Awards: Who's Who in Teaching, NYC Teaching Fellow, The Presidential Undergraduate Research Award, The Richard Wilkie Award for Outstanding Undergraduate in Communication, Departmental Honors in Communication, Dean's List for 12 consecutive semesters

Honor Societies: Phi Beta Kappa National Honor Society, Golden Key National Honors Society, Presidential Honors Society

Bruce Kaufmann, PhD

[REDACTED]
New York, NY 10025
[REDACTED]

New York Junior Tennis League, Vice President for Development, and Sports & Arts in Schools Foundation, Director of Development, Queens, NY, 2000 to present:

- Supervise fundraising and grant solicitation for these 2 independent but sister organizations that provide after-school educational services for 175,000 NYC young people per year.
- Generated \$152,982,340 cumulative annual revenues and increased annual income by 187% from base year 2000 (\$11 million per year) to present (\$32 million in 2008).
- Transformed SASF into largest provider of school-based after-school programming in NY State.
- Gained major corporate and foundation funding, including: Hayden Foundation, \$2.7 million; JP Morgan Chase, \$1.3 million; Kohlberg Foundation, \$600,000; Clark Foundation, \$330,000.
- Secured \$72 million to date in 21st Century No Child Left Behind funding from NY State.
- Gained 55 grants totaling \$25.1 million in 2005 and 2007 NYC Out-of-School Time Initiatives.
- Report to NYJTL President/CEO and SASF President at the 2 organizations.
- Solicit major individual, foundation, and corporate gifts with both Boards' members and staff.
- Manage project staff of up to 12 professionals plus contractual consultants and interns.

Other Institutional Advancement Activities include: annual reports, publications, Website, marketing, public image, media relations, events, research, data base management, gift acknowledgement and stewardship.

Brooklyn Law School, Director of Development and Alumni Relations, Brooklyn, NY, 1997 to 2000

- Directed all fundraising and alumni efforts at Brooklyn Law; reported to the Dean; managed professional staff of 4 plus student interns.
- Increased annual private giving 100% over 3 years and set successive records for most gifts ever.
- Produced \$500,000+ benefit dinner.
- Launched 1901 Society (\$5,000 annual individual giving group) that gained 50 members first year.
- Created Dean's Roundtable Luncheon program with students to cultivate major gift prospects.
- Initiated Dean's receptions at major law firms to generate individual gifts, jobs, and visibility.
- Produced nationwide alumni reception series for Dean to meet and cultivate graduate prospects.

Other Institutional Advancement Activities included: publications, marketing, public image, alumni/ae directory, alumni/ae reunions and receptions, fundraising events, prospect research, data base management, gift acknowledgement and stewardship, student phonathon, work-study students.

Columbia Graduate School of Journalism, Director of Development and Alumni Relations, New York, NY, 1990 to 1997

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- Directed all advancement efforts at the J-School; reported to the Dean.
- Raised \$45 million in private gifts during 7 years with staff of 3 professionals plus student interns.
- Launched School's first-ever capital campaign, created case statement, and conducted feasibility study, as part of the University's \$2.2 billion Campaign for Columbia.
- Exceeded 50% of campaign goal during the "quiet" pre-public phase.
- Conducted hands-on major gifts solicitations that included: Arthur O. Sulzberger, \$2.5 million; Albert Delacorte, \$1 million; Michael Pulitzer, \$1 million; Saul Poliack '26, \$1 million bequest.
- Conducted hands-on corporate and foundation solicitations including: Pew Charitable Trusts, \$3.5 million; Knight Foundation, \$3 million; Schumann Fdn., \$2.5 million; Prudential, \$1 million.
- Coordinated fundraising efforts of Board of Visitors and other fundraising volunteers.

Other Institutional Advancement Activities included: annual reports, publications, marketing, public image, alumni/ae directory, alumni/ae reunions and receptions, fundraising events, prospect research, data base management, gift acknowledgement and stewardship, work-study students.

New York University, Adjunct Assistant Professor, New York, NY, 1989 to 1997

- Taught courses in fundraising principles, proposal writing, and raising money from foundations.

National Council on Alcoholism and Drug Dependence, Director of Development, New York, NY, 1988 to 1990

- Increased total giving 46% during first year.
- Solicited major gifts, including \$1 million from Laurence Rockefeller and Leonard Firestone.
- Initiating first-ever Board giving program and personally solicited major Board gifts in partnership with Board leadership.

Other Institutional Advancement Activities included: publications, marketing, public image, fundraising events, receptions, Board and staff training, prospect research, data base management, gift acknowledgement and stewardship, supervision of outside phonathon.

New York University, Director of Alumni Relations, New York, NY, 1986 to 1988

- Directed university-wide annual giving campaign.
- Increased annual alumni giving over 3 years by 24% to \$14+ million per year.
- Served as principal national representative for University to its 250,000 alumni/ae.
- Managed national Alumni Board of leadership from various NYU colleges and schools.
- Supervised budget of \$1.3 million, 9 professional and 7 support staff, and 100 students.

Other Institutional Advancement Activities included: launch of alumni/ae magazine, publications, marketing, public image, alumni/ae directory, alumni/ae reunions and receptions, prospect research, data base management, gift acknowledgement and stewardship, student phonathon, work-study students.

John O'Donnell Co., (fundraising consulting firm), Vice President and Account Supervisor, New York, NY, 1979 to 1986

- Managed internal operations of consulting firm, including hiring staff and supervising account work for clients; 6 professional and 5 support staff.
- Created comprehensive marketing, fundraising, and financial plans for clients.
- Analyzed management, finances, public image, and market position for clients.
- Conducted major gift campaigns among individuals in partnership with Board members.
- Conducted solicitations of corporations and foundations in partnership with Board and staff.

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- Recruited and trained Board members and key fundraising volunteers and staff.
- Clients included: World Monuments Fund, Horticultural Society of New York, Westerly Center for the Arts, Brooklyn Catholic Charities, St. Croix Country Day School, Brooklyn YMCA, Newark Archdiocese Catholic Charities, Flowers with Care.

Other Institutional Advancement Activities for clients included: publications, marketing, public image, media, fundraising events, receptions, prospect research, Board and staff training, data base management.

Education

- PhD, MA – **University of Toronto**, Toronto, Ontario, Canada.
- BA – **Grinnell College**, Grinnell, Iowa, Phi Beta Kappa.

Nicholas Kurian

New York, NY 10025

WORK EXPERIENCE:

Kurian Consulting, LLC

President and Founder

6/2008 - present

- **Roll Call 2.0:** Produced software that enables teachers to take attendance, manage behavior, and maintain parent contact on smart phones.
- **SAT Genius:** Created an SAT professional development program that targets public high school teachers. Created materials and website and trained teachers in 11 high schools in the Bronx and Manhattan.
- **Leadership:** Developed a program that ties together college readiness, career planning and study skills with a practical notion of leadership.
- **School Data Analyst:** Coached teachers on data use, including aligning curriculum to state standards, targeting at-risk students, building student test-taking skills, and producing reports for parents and administrators.

Bronx Aerospace Academy High School

Teacher, College Counselor

3/2006 – 6/2008

- Taught World History and maintained a Regents passing rate of over 95%.
- Taught AP Statistics, Precalculus and English to seniors.
- Facilitated admissions process and standardized test preparation.

Wake Forest University

Program Coordinator

Summer 2006

- Organized and led a group of Wake Forest undergraduates on a six-week study abroad tour of Benin focusing on economic development. Initiated contact with local organizations, managed finances, translated interviews and taught students.

Kaplan

Teacher Trainer

2/2003 – 3/2006

- Trained new hires to teach the SAT, GRE, and GMAT courses.
- Animated marketing sessions to parents of prospective students.

United States Peace Corps

9/2000 – 12/2002

Regional Director, Junior Achievement

- Directed youth entrepreneur program, including hiring, training, and managing teachers; fundraising and marketing the program in 15 schools.
- Started 10 small student-run businesses, all of which turned a profit, and three of which were awarded top honors including internships in France and Ivory Coast.

Founder, the Center for Entrepreneurship

- Started a non-governmental organization that offered low-cost vocational education and information technology training. The NGO was self-funding from the proceeds of its cyber café and credit union.

EDUCATION AND TRAINING:

Wesleyan University, Middletown, Connecticut

Bachelor of Arts, May 2000; Major: Economics

Peace Corps, Pre-Service Training, Benin, West Africa

French Language Training, left service with an ACTFEL score of "superior."

ADDITIONAL INFORMATION:

- Enjoy running and have completed five marathons
- Create art including caricatures and stone sculptures

Katharine Macmanus

[REDACTED]
New York, New York 10005
[REDACTED]

| | |
|---------------|---|
| Education | <p>Teachers College, Columbia University, New York, NY 09/03 – 05/05 Master of Arts in Early Childhood Special Education, May 2005 Master of Arts in Early Childhood General Education, May 2005</p> <p>The George Washington University, Washington, DC 09/99 – 01/03 Bachelor of Arts in Human Services/Service Learning, <i>Cum Laude</i> Minor: Psychology, Sociology</p> |
| Certification | <p>New York State Teaching Certification Professional Licenses</p> <ul style="list-style-type: none"> • Students with Disabilities, <i>Birth – Grade 2</i> • Early Childhood Education, <i>Birth - Grade 2</i> |
| Experience | <p>PS 59 The Beekman Hill International School, New York, NY 09/08 – present Integrated Co-Teaching Classroom Teacher, Kindergarten Serving as special education licensed teacher in an inclusive classroom of 25 students.</p> <ul style="list-style-type: none"> • Daily curriculum differentiation and use of multisensory teaching practices • Daily implementation of the 6 co-teaching models • Frequent participation as a lab site model classroom for <i>The Teachers College Reading and Writing Project</i> • Implement <i>Wilson Foundations</i>, <i>Words Their Way</i>, <i>Everyday Mathematics</i>, and <i>Nickel Social Skills</i> programming • Assess skill levels of all students using informal and formal diagnostic tools • Develop and track individualized behavior management plans • Utilize a collaborative model working with fellow teachers, specialists, therapists, and administration • Write IEPs and facilitate annual reviews <p>School Leadership</p> <ul style="list-style-type: none"> • Mentor to first year teachers • Member of school’s hiring committee • Teach various PTA sponsored afterschool clubs <p>Aaron School, New York, NY 06/05 – 08/08 Special Education Classroom Teacher, Grades K and 1 Teacher of students with multiple disabilities ranging in ages from 5 to 9 in a 12 month program</p> <ul style="list-style-type: none"> • Modified curricula in multiple content areas for students of varied abilities referring to the NY State Educational Standards • Utilized <i>Wilson, Foundations</i>, <i>Saxon Mathematics</i>, and <i>Nickel Social Skills</i> programs • Wrote detailed narrative reports including individualized educational goals for each student • Provided individualized family training meetings to facilitate a carryover of specific language supports and behavior modification practices from school to home • Coordinated weekly team meetings to integrate academic, occupational therapy, and speech/language goals for students both in the classroom and in individual therapy sessions • Collaborated with the Yorkville Common Pantry to create a service learning program for students <p>School Leadership</p> <ul style="list-style-type: none"> • Selected to participate in Middle States Association, school Steering Committee • Chosen to present effective teaching strategies to assistant teachers during staff orientation |

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| | |
|---|----------------------|
| <p>Aaron School, Camp Green Tree, New York, NY Summer Program Coordinator</p> <ul style="list-style-type: none"> • Designed the structure and implementation of Aaron School’s 2008 summer program • Actively recruited families for participation • Interviewed and hired summer interns to support program needs | <p>01/08-08/08</p> |
| <p>The Park Avenue Methodist Day School, New York, NY Health Paraprofessional</p> <ul style="list-style-type: none"> • Employed by the New York City Department of Education to work with a student with cerebral palsy • Communicated with classroom teachers, parents, and team members to assess child’s social, physical, academic, and speech/language needs • Bridged social interactions between child and typically developing peers • Tailored lessons and activities to child’s personal learning needs • Prepared student for mainstream, kindergarten classroom with rigorous academic curriculum | <p>09/03 – 06/04</p> |
| <p>Greater Washington, DC area Behavioral Therapist</p> <ul style="list-style-type: none"> • Designed and implemented therapeutic home programs for children ages 3-7 • Facilitated activities in child’s home to meet the goals of a larger therapeutic program • Met with teams of therapists to set future goals and evaluate accomplishments | <p>03/01– 06/03</p> |

| | |
|-------------------------------------|--|
| <p>Skills & Training</p> | <ul style="list-style-type: none"> • Orton Gillingham Multi-sensory Reading (<i>Wilson Reading System</i> and <i>Foundations</i>), <i>Teachers College Reading and Writing Project</i>, <i>Saxon Mathematics</i>, <i>Everyday Math</i> and <i>Stern Structural Arithmetic</i>, • Formal assessment tools including <i>Stanford Math</i>, <i>Gates-MacGinitie Reading</i>, <i>Dynamic Indicators of Basic Early Literacy Skills</i> (DIBELS) • <i>Emotionally Responsive Practice</i>, offered through Bank Street College of Education • <i>Applied Behavioral Analysis</i>, <i>Floortime Therapy</i> • 3 years experience using a <i>Phonic Ear</i> amplification system |
|-------------------------------------|--|

| | |
|--|--|
| <p>Publications/ Achievements</p> | <ul style="list-style-type: none"> • Presenter at 2010 National Council of Teachers of English national conference • Guest lecturer at Hunter college undergraduate programs • Citation for Editing: Stanley I. Greenspan, M.D. and Diane Lewis, M.A., CCC/SLP, <i>The Affect Based Language Curriculum (ABLC): An Intensive Program for Families, Therapists, and Teachers</i>. Published by the Interdisciplinary Council on Developmental and Learning Disorders (ICDL). 2002. |
|--|--|

KATERINA PAPA VASSILIOU MCTIERNAN

Bronx, NY 10465

CERTIFICATION

- New York State SAS Certification (September 2004)
- New York State Permanent License
- Pre-Kindergarten – Grade Six (September 1999)
- New York City Permanent License
- Common Branches (March 1996)

EDUCATION

- School Administrative Supervisor Certification Program (May 2004)
- College of St. Rose, Albany, NY
- Master of Science - Elementary Education (September 1995)
- Fordham University, New York, NY
- Bachelor of Arts – Philosophy and Political Science (May 1994)
- Fordham University, Bronx, NY

LEADERSHIP and ADMINISTRATIVE EXPERIENCE

- Chaired *School Advisory Committee*
- Served as member of *District Course Approval Committee*
- Performed informal and formal teacher observations
- Assisted in creating master prep schedule
- Modified Staff and Parent Handbooks
- Revised math curriculum for flexible grouping in a heterogeneous classroom
- Performed new teacher orientation
- Completed *Title I Grant*
- Attended several board meetings
- Assisted Curriculum Coordinator in preparing school wide budget
- Selected to serve as grade level representative for *Report Card Committee*
- Participated in coordinating and scoring ELA testing
- Elected *Local Teacher's Union Building Representative*
- Mentored new colleagues
- Served as member of *Teacher Interviewing Committee*
- Elected representative to the *Language Arts Curriculum Alignment Committee*
- Conducted *Extended Learning Clubs* based on Renzulli's Triad Model
- Served as a member of *The School Pride Committee*
- Supervised student teacher from Fordham University
- Organized and performed peer training
- Assisted in implementing the *Junior Achievement Program*
- Introduced school to S.M.A.R.T. science process
- Attended weekend retreat on *The Basic School*
- Taught *Earth Friends* after school program at Columbia University

TEACHING EXPERIENCE

THE BEDFORD ROAD SCHOOL

September, 1997 to Present– Grades Three and Four

- Differentiated instruction in all subject areas to address diverse learning styles, interests, and developmental levels of all students
- Executed language rich instruction to promote reading, writing, listening, and speaking skills
- Created mini lessons and grouped students for Guided, Shared and Interactive reading and writing lessons
- Developed reading lessons that incorporated all levels of Bloom's Taxonomy
- Utilized the Orton-Gillingham approach to language for spelling instruction
- Taught advanced math classes that focused on developing critical and analytical skills in the seven key

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areas of mathematics

- Created lessons and cooperative learning activities in all subject areas which incorporated academic state standards and enhanced social development
- Attended several training workshops focusing on the constructivist approach to teaching mathematics and implemented these practices into classroom instruction
- Integrated the Principles of Learning into all subject areas of the curriculum
- Incorporated manipulatives, literature and writing into the instruction of mathematics to highlight real world applications
- Included multicultural instruction in the curriculum to promote a respect of diversity and increase global awareness
- Communicated with class parents through phone calls, notes and monthly newsletters to strengthen the home-school connection
- Integrated alternative assessment such as student rubrics to evaluate progress
- Created activities in all subject areas that promoted and guided students in self exploration
- Encouraged peer tutoring to increase student understanding of concepts
- Incorporated theatrical performances to enhance the state science curriculum
- Planned seasonal holiday activities with class moms and invited parents to work with class
- Encouraged parents to take an active role in their children's learning by asking them to attend *Classroom Visitation Day, Open House Evening* and *Career Month*
- Collaborated with the PTA to create and organize culminating activities for various units of study
- Organized various field trips to enhance educational experiences

THE NORBERT RILLIEUX ACADEMY FOR LITERATURE AND THE ARTS, P.S.149/207
September 1995 to June 1997 – Grades Five and Four

- Planned, instructed and assessed cooperatively with team teacher in a double, open classroom
- Looped with fourth grade students to the fifth grade to provide growth and expansion of instruction
- Grouped students flexibly based on the Literacy Learning Model of New Zealand for reading and writing
- Planned and implemented interdisciplinary theme units which encompassed the eight commonalities of The Basic School
- Created Learning Centers
- Provided individual and small group instruction
- Exposed students to using computers as learning and reference tools

REFERENCES

Available upon request

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Corey Riley

Mount Vernon, NY 10552

Education

RIDER UNIVERSITY, 2008

-Master's in Accounting

BOSTON COLLEGE, 2000

-MBA with concentration in Information Technology

-Served as a Graduate Admissions Fellow and Resident Assistant

-Created and presented a business plan for an entrepreneurial venture

PRINCETON UNIVERSITY, 1998

-Bachelor of Arts Degree in Economics

Work Experience

FEDERAL BUREAU OF INVESTIGATION (2010 - Present)

- Currently member of the Special Operations Group
- Previous focus on various Securities Fraud violations

APPNEXUS, INC, New York, NY (2008 – 2009)

- Worked directly for CEO, CTO and Director of Operations to develop strategies and implement processes related to contract flow, billing resolution, customer relations and project management
- Work with existing clients to resolve technical and billing issues
- Direct initial sales calls and lead in contract facilitation and account setup for prospective clients
- Keep track of metrics related to financials and client computing usage
- Spearheaded a computing solution between a major cosmetics company and its numerous suppliers

FEDERAL BUREAU OF INVESTIGATION, Philadelphia, PA (2004 – 2008)

- Special Agent with a focus on White Collar Crime investigations, such as securities fraud, insider trading, bank fraud, and identity theft; have developed and utilized Excel models in numerous cases
- Investigative techniques have led to numerous arrests and convictions leading to over \$17 million in recovered assets and restitution
- Successfully led the first criminal case in the United States against a hedge fund for deceptive market-timing; received FBI Incentive Award for work done on this case
- Played a lead role in an undercover assignment that led to the dismantlement of an identity theft ring
- Planned and organized the Philadelphia Division's first Corporate Fraud Conference in the fall of 2007
- Member of the Regional Corporate Fraud Response Team that provides assistance for major Corporate Fraud cases

WORLDSCO, LLC, New York, NY (Fall 2000-Spring 2003)

- Equity Trader on a proprietary basis. Managed approximately \$2 million in firm capital and performed extensive market research and analysis on companies, economic data, and world political news
- Generated over \$500,000 in firm profits over a 2.5 year period

CAMBRIDGE TECHNOLOGY PARTNERS, Cambridge, MA (Spring 1999)

- Consulted with Cambridge Technology Partners on redesigning their Enterprise Resources Planning (ERP) service to better serve their client's needs
- Conducted thorough market investigation based on focus groups and surveys sent to five-hundred PeopleSoft, BAAN, and SAP users

Skills/Personal

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- Serve as Alumni Schools Committee Interviewer for potential applicants to Princeton University
- Able to read, write and speak French
- Independent investor in Equity and F/X Markets
 - Favorite Activities: Mentoring, Community Service, Reading, Basketball, Golf and Fishing

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Megan S. Starkey

[REDACTED], New York, NY. 10028 [REDACTED]

PROFESSIONAL EXPERIENCE

The New York City Charter School Center, New York, NY August 2009-November 2010

Project Coordinator, Policy and Communications

- Wrote policy memo to NYC charter school authorizers regarding Title I funding
- Organized “Lunch & Learn” events and assisted in preparation of annual Advocacy Day event in Albany for 3,000 attendees
- Gathered data and conducted analyses on charter schools, and profiled charter schools for posting on website
- Managed website and design consultants, implementation of new website, and uploaded all content onto website
- Managed database of organization’s contacts and e-communications
- Attended charter parent meetings with Vice President of Parent Advocacy and translated into Spanish

Collaborative On Academic Careers in Higher Education (COACHE), Cambridge, MA August 2007- July 2009

Assistant to Director (Part-time while completing Master’s degree)

- Managed Salesforce database with client contact information, and generated reports and letters for mailing/emailing
- Worked on survey administration and assisted with recruitment of new cohorts

Ash Institute, Kennedy School of Government, Cambridge, MA March 2006- August 2007

Assistant to Director of Innovations in American Government Awards Program

- Conducted research on state and local government privatization initiatives and collaboration with the private, public and non-profit sectors, and wrote summaries of academic articles for the Government Innovators Network portal
- Provided translation assistance at conference in Mexico for Stephen Goldsmith
- Processed financial expenses, served as course assistant, and prepared materials for speeches and conferences

AmeriCares Foundation, Stamford, CT September 2004 – March 2006

International Associate

- Researched and wrote proposal for new partnership in Bolivia
- Assisted with the development of a targeted program between Kosovar orthopedists and the Dartmouth Medical School
- Managed Holiday Airlift of medicines, medical supplies and toys to El Salvador
- Visited and conferred with in-country partners in El Salvador, Nicaragua, Romania and Kosovo
- Attended annual InterAction Conference and monthly Office for the Coordination of Humanitarian Affairs (OCHA) meetings
- Solicited donations from pharmaceutical/medical supply companies and prepared manifests of medicines/medical supplies to partners
- Served as a counselor at Camp AmeriKids, a camp for children affected by or infected with HIV/AIDS

INTERNSHIPS

Buckingham, Browne & Nichols School, Cambridge, MA January 2009- May 2009

Spanish teacher

- Co-taught 5th and 6th graders with head Spanish teacher, and worked on language instruction and curricular activities

Massachusetts2020 Foundation, Boston, MA September 2008- January 2009

Research assistant

- Gathered data on extended learning time initiatives in Miami-Dade County and wrote case study using quantitative and qualitative analyses

Research Experience for Undergraduates (REU), Harvard University, Cambridge, MA June 2008 – August 2008

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Research Intern

- Conducted focus groups and created on-line survey instrument to measure program effectiveness, quality and participants' satisfaction level
- Wrote memo of observations from program participants and included suggestions for future REU summer programs

EDUCATION

Harvard Graduate School of Education, Cambridge, MA June 2009

Master of Education in Education Policy and Management

Middlebury College, Middlebury, VT May 2004

Bachelor of Arts in Political Science and Spanish

- Dean's List (three semesters); College Scholar (Spring 2004); and Ronald H. Brown Fellowship, Washington, DC (Summer 2003)

SKILLS

- Proficient in Microsoft Office suite, Microsoft Outlook, Salesforce, ACT! database, ABLE, Soapbox, Joomla, and Spanish fluency

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Attachment 8: Statement of Assurances

Attached are the Statement of Assurances from the following prospected Board members

Boyd, Karen
Brown, Leslie
Cohen, Karen
Kaufmann, Bruce
MacManus, Katharine
McTiernan, Katerina
Perry-Stoval, Roger
Starkey, Megan

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, Karen Boyd, (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.

Karen Boyd
Signature

3/11/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Katharine Macmanus, (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.

Katharine Macmanus
Signature

3/28/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Katerina Papavassiliou McTiernan, (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

Katerina Papavassiliou McTiernan
Signature

3/15/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/12/2011
Date

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Attachment 9 – Request for Information (RFI)

Attached are the Request for Information forms from the following prospective Board members

Boyd, Karen
Brown, Leslie
Cohen, Karen
Kaufmann, Bruce
MacManus, Katharine
McTiernan, Katerina
Perry-Stoval, Roger
Starkey, Megan

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

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

Name: Ms. Karen Boyd
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10003

Personal E-Mail/Fax: _____

Business Address: _____

New York, NY 10001

Business E-Mail/Fax: _____

Charter School Name: Common Ground Charter 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.):

Facilities Committee

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

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

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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. *Was recruited to join the planning team, due to my expertise in school facilities planning.*
5. Please explain why you wish to serve on the board. *I am committed to public school education and want to help provide the children of the South Bronx with an excellent elem. school education opportunity.*
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:
We are serving on the planning committee together
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.

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

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

see attached

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

Educational Philosophy

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

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

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

Other

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

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

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

Attachment 9 – Karen Boyd’s responses to items 16 - 22

16. Our Bylaws require any board member to make a full disclosure of his/her interest in a contract or transaction that might represent a conflict of interest, self-dealing or working for personal benefit. If I believed that one of our board members was working for their own benefit or the benefit of their family or friends, I would bring it to the attention of the highest un-involved Board officer and insist that the Board follow the requirements of our Bylaws to require full disclosure and to determine, by majority vote, whether the disclosure demonstrates that a conflict of interest exists. If a conflict is deemed to exist, the involved party would neither vote on nor be present during the discussion or deliberations with respect to such item / issue in conflict. If the act of non-disclosure was egregious, I would again invoke our Bylaws and demand that appropriate disciplinary actions be taken with regard to the involved party or parties.

17. Common Ground Charter School is a diverse community dedicated to helping children to become life-long learners and confident global citizens through a rigorous, individualized academic program. Our motto is: *Everyone Included, Everyone Challenged, Everyone Successful!*

Common Ground Charter School (“Common Ground”) will be a public charter school serving grades kindergarten through five for students of all abilities. The foundation of Common Ground rests on our Four Pillars of Learning: High Expectations for Student Learning, High Expectations for Faculty Performance, High Expectations for Home/School Collaboration and High Expectations for Leadership. Common Ground will be a school where excuses and limitations will not be accepted, where there is a belief that all children can and will learn and one that employs research-based instructional strategies. The Accomplish school design is innovative and built upon proven pedagogical approaches from top performing schools.

18. Our academic program and approach to instruction and curriculum, which will be fully aligned with the New York State performance and learning standards, has been designed to serve all of our students in an inclusionary model. Highlights of our educational program include the following:

- Differentiated instruction – A student-centered approach will be employed by differentiating teaching strategies to ensure that all students learn based on their specific learning strengths. Some specific approaches to instruction will include Howard Gardner’s Theory of Multiple Intelligences, nonlinguistic representations and cooperative learning groups.
- Co-Teaching model – Common Ground will have a co-teaching model in every classroom. This provides for a lower student-to-teacher ratio and multiple benefits for the faculty and the students. Its advantages have been researched and documented, and the model will allow for sharing of responsibilities in a collaborative environment.
- Use of a variety of teaching methods – Our teachers will be equipped to offer a variety of teaching strategies. Visuals, such as graphic organizers, color-coding and the use of real objects in teaching will be utilized to reinforce concepts. Tactile approaches will be integrated by using hands-on learning activities and manipulatives. Auditory techniques will include repetition, read-alouds, and mixing auditory with motor movements. And kinesthetic approaches will include fine and gross motor activities.

19. The key characteristics of a successful charter school are reflected in Common Ground’s Four Pillars of Learning. They include: a clear mission and vision, an organizational structure that supports student learning, administrators and teachers who are committed to the school’s mission

Everyone Included, Everyone Challenged, Everyone Successful

and vision, a board of trustees that is thoughtful and objective in carrying out its oversight responsibilities, families who take responsibility for supporting their children's educational goals and initiatives and an educational program that enables students to learn, grow and succeed.

20. The role of the Board of Common Ground Charter School is one of oversight, particularly operational and financial. With the interest of our School at heart, we must remain objective in guiding our charter school. We must promote the mission and vision of our School, help raise funds to supplement the public monies assigned to the School, and work to enhance our School's public image. Some of the specific responsibilities of the Board include: selecting the charter school senior administrators and reviewing their performance; ensuring that effective organizational systems are in place, ensuring adequate resources and helping to manage those resources; as well as determining and monitoring the School's programs and services.

Some specific steps the Board will take to ensure that our School is successful include:

- Ensure that all key Board positions remain filled so that the necessary and varied areas of skill and expertise are represented.
- Select experienced and effective School leaders, including the Director of Finance and Operations who will be responsible for the administration of the School and have overall responsibility for all fiscal and operational matters and the Director of Curriculum and Instruction who will be the academic leader of the School.
- Build a community of trust between the School's leadership and the Board.
- Remain actively involved in the life and events of the School, in order to keep our fingers on the pulse of our institution.
- Engage a representative of the parent body as a member of the Board of Trustees to ensure that parents have an effective voice in the oversight of the School.
- Using the monthly Data Dashboard (reports and comparative measures of performance) provided by our School leaders, monitor our students' learning progress, evaluate leadership performance and ensure attainment of our student achievement goals
- Support the use of assessment data by the School's leaders and faculty to guide instruction and to make adjustments to the school's curricula.
- Work with the School leaders to set smart, measurable and attainable goals; measure progress on a year basis, take necessary steps to correct conditions if we are not meeting our goals.

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

22. As an architect, I have focused my career on building an expertise in planning and designing buildings for schools. I will bring that expertise to my role on the Board of Common Ground Charter School and will serve as a steward of our school's physical environment to ensure that our spaces support and enhance the educational goals and vision for our school.

Additionally, I have experience serving on Boards of Trustees. I am a Director on the Youth Foundation Board, a non-profit that gives tuition grants to college-bound seniors. I served on the Board of Second Street Gallery, a contemporary art in Charlottesville, VA for five years and was President of the Board for two years. I was also on the Paramount Theater Restoration Board in Charlottesville for two years.

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

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

Name: Leslie Faye Brown
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: New York, New York

Personal E-Mail/Fax: commongroundcharterschool@gmail.com

Business Address: [REDACTED]

[REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Common Ground Charter School

Charter School Address: TBD

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

Board Chair

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

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

withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please 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. In January of 2010, I responded to a request on my alumni list-serve that was seeking volunteers interested in being a part of the planning team.
5. Please explain why you wish to serve on the board. While I have always had an interest in education, in recent years with the decline in the quality of American education I have become more concerned with the educational options that are provided to children who cannot afford the high-cost private education system. Opening and operating a public charter school will provide children with an alternative public option that uses innovative teaching methods and one which has the flexibility to quickly adapt to an individual student's 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. 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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I have become acquainted with other prospective board members through my work with the planning team.

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

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direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes.

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

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

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

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

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

None. Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. The conflict of interest prohibitions from the State General Municipal Law apply to charter school trustees, officers and employees. Should I become aware that a member of the board was working for their own benefit or self-dealing, I would bring it to the attention of the other board members and any such proposed transaction shall be not be permitted, even if the member has fully disclosed their conflict.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Our mission is to provide a high-quality, individualized education in such a way that children will enjoy learning regardless of their abilities. Even once a child leaves the classroom, he or she will see learning as an ongoing process and will be motivated to continue to learn on their own.

18. Please explain your understanding of the educational program of the charter school. At the core of our educational program is an inclusive classroom that is headed by co-teachers. This environment will permit students of all abilities to remain in the classroom for as much time as possible while also providing a low student-to-teacher ratio. We have selected our teaching materials and curricula based upon data-driven research and results obtained at other schools. Teaching will use "themes," which will allow students to tie together what they learn in one subject area with material learned in another.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. In order for a charter school to be successful you must have strong school governance, organizational management and academic leadership. The board must carefully select the school leader(s).
The board must set a realistic budget and secure funding for the school.
The board must make sure that the school stays true to the terms of its charter.
The board must set academic standards and monitor assessments to make sure that standards are met. If students and teachers are not meeting performance standards, the board must work to determine what changes are necessary and devise a plan to implement such changes.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. The primary role of a board member is to advocate for the school and provide governance, oversight and strategic leadership to the school.

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

22. Please provide any other information that you feel is pertinent to the Department's review. I have received legal training on non-profit incorporation and start-up, and obtaining tax-exempt status. I have attended several classes and conferences targeted to charter school planning team members.

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: Karen Gayle Cohen
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED] Brooklyn NY 11231

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]
[REDACTED] NY NY 10010

Business E-Mail/Fax: [REDACTED]

Charter School Name: Common Ground Charter School

Charter School Address: TBD

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

Education subcommittee

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

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

Background

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.

Educational Philosophy

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

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

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

Other

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

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

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

Karen G. Cohen's answers

16. In the event that I become aware that a member of the board was working for their own benefit or self-dealing, I would bring it to the attention of the other board members and any such proposed transaction shall be not be permitted, even if the member has fully disclosed their conflict.

17. Our mission is to provide a high-quality, individualized education to all children so they are enjoy learning regardless of their abilities. The learning does not stop even child leaves the classroom, he or she will see learning as an ongoing process and will be motivated to continue to learn on their own.

18. **Please explain your understanding of the educational program of the charter school.** At the core of our educational program is an inclusive classroom that is headed by co-teachers. This type of environment permits students of all abilities to be in the classroom while also providing a low student-to-teacher ratio. We have selected our teaching materials and curricula based upon data-driven research and results obtained at other schools. Teaching will use “themes,” which will allow students to use the other content areas to connect what they are learning.

19. **Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. In order for a charter school to be successful you must have strong school governance, organizational management and academic leadership.**

The board must set academic standards and monitor assessments to make sure that standards are met. If students and teachers are not meeting performance standards, the board must work to determine what changes are necessary and devise a plan to implement such changes.

Other

20. **Please explain your understanding of the appropriate role of a public charter school board member.** The primary role of a board member is to advocate for the school and provide governance, oversight and strategic leadership to the school.

21. **Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. I affirm that I have read the school’s application, the board’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 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: Bruce Kaufmann
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], NY, NY 1002

Personal E-Mail/Fax: [REDACTED]

Business Address: Sports + Arts in Schools Foundation, 58-12
[REDACTED] Roadside, NY 11377

Business E-Mail/Fax: _____

Charter School Name: proposed - Common Ground Charter School

Charter School Address: South Bronx, NY, Com. School District 7

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. *Approached by other Board member.*
5. Please explain why you wish to serve on the board *The South Bronx, its students and families need educational options*
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). *Fund raiser*
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s) (1) the name of the criminal offense(s), (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s), (4) the date(s) of your conviction(s), and (5) the date(s) of disposition(s).

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I have served on the Board since early 2010
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. *The Board is familiar with non-profit service providers to charter schools*
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.

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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. *Report potential conflict to Chair of Board and/or other Board members for discussion and action if necessary*
Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *To provide a high quality education to South Bronx students in elementary school.*

18. Please explain your understanding of the educational program of the charter school. *Research-driven, NYS Standard aligned curricula taught by experienced, trained,*

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. *and committed teachers*

20. Please explain your understanding of the appropriate role of a public charter school Board member. *Set policy, review finances, maintain financial stability, hire and review performance of Other school leader, help keep students safe*

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *19. Effective educational program, consistent academic outcomes, high standards.*

22. Please provide any other information that you feel is pertinent to the Department's review. *I affirm I have read and understand the application, by-laws, and policies*

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: Katharine Macmanus, M.A.
(Include preferred honorific.)

Daytime Telephone: 

Home Mailing Address: 

NY, NY 10065

Personal E-Mail/Fax: 

Business Address: 

NY, NY 10065

Business E-Mail/Fax: SAME

Charter School Name: Common Ground Charter School

Charter School Address: _____

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

board member

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. **Recruited by another board applicant.**

5. Please explain why you wish to serve on the board. **I believe in the mission of CGCS and would like to see it become succ**

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.

Educational Philosophy

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

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

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

Other

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

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

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

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Attachment 9 --- Katharine Macmanus's responses to items 16-22

16 Members of the board enter into an agreement requiring any board member to make a full disclosure of his/her interest in a contract or transaction that might represent a conflict of interest, self-dealing or working for personal benefit. If I believed that one of our board members was engaging in actions that were of such nature, I would bring it to the board's attention and insist that we determined by majority vote, whether the board member were engaging in behaviors that required disciplinary actions.

17 Common Ground Charter is a public charter school meeting the needs of differently-abled kindergarten through fifth graders using the practices of inclusive education. The foundation of CGCS rests on the Four Pillars of Learning: High Expectations for Student Learning, High Expectations for Faculty Performance, High Expectations for Home/School Collaboration and High Expectations for Leadership. Through an innovative school design and proven pedagogical approaches to education, students, their families, and staff members will thrive together in the CGCS learning community.

18 The key elements of Common Ground Charter School's educational program are proven methods of educational practice, and will be implemented through an inclusion model involving the following.

Co-teaching model: two teachers will allow for better student-teacher ratio, individual teachers' expertise to be shared, co-lesson planning and implementation providing greater opportunities for differentiated instruction.

Differentiated instruction and multisensory teaching practices: the student body will vary in learning strengths and needs, therefore requiring a student centered, individualized, goal-oriented approach utilizing multisensory instructional strategies. Our teachers will reach each learner based upon their specific visual, tactile, kinesthetic, or auditory strengths.

Ongoing student assessment: To support differentiated instruction, our teachers will utilize daily data-taking procedures and both formal and informal assessments. Instruction can be modified and differentiated for each student based on his/her individual needs and learning style.

19 Common Ground Charter School's Four Pillars of Learning reflect the characteristics necessary to ensure a successful charter school. High expectations for student learning cannot be achieved without the same high expectations for faculty, home/school collaboration, and the school's leadership team. These core values guide, and will continue to inform our process for developing a curriculum framework that provides an effective alignment of content, skills, instructional strategies and student assessments. The board of CGCS will continually hold the school to these values and expectations, assessing the needs of the student body and faculty. The board will select experienced and effective school leaders, responsible for the financial operations and the instructional programming of the school. The board will provide an arena for the parent body of the school to have a strong voice in school matters, by involving a parent member on the Board of Trustees. The board will utilize the monthly Data Dashboard and assessments provided by our school leaders in order to monitor student progress, faculty performance, and in order to make changes to the school's curricula when necessary.

20 The Board will provide strong governance, oversight and strategic leadership, leaving the day-to-day management of the school to the co-leaders and the administrative staff. The Board is responsible for ensuring that the academic program of CGCS is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is, and remains, a viable organization. The Board of Trustees will champion CGCS' mission, demonstrating a commitment to improving the educational outcomes of our student population by contributing their time and their varied areas of experience and expertise to the school. Some of the specific responsibilities of the Board include: selecting the senior administrators and reviewing their performance, ensuring adequate school resources, and monitoring the school's programs and services.

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

22 I have been working as a special education teacher for seven years in New York City, in both self-contained and inclusive settings. I have a background in both planning and implementation of differentiated curricula using assessment driven instruction, and multisensory practices. Having received extensive training by *GoldMansour and Rutherford*, the NYCDOE's leading contracted vendor in inclusive practices, I have much to offer CGCS by way of designing sound inclusive programming. My graduate degree from Teachers College, Columbia University and my continued commitment to my own ongoing education has afforded me the opportunity to present at the *National Council of Teachers of English* national convention in November, 2010. In addition, I will be leading the 2011 teacher-training program for the Honduran teachers from the Hearts for Honduras School, in La Entrada through the *Hearts for Honduras* non-profit organization based in the United States.

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: Katerina Papavassiliou McTiernan
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]
Bx, NY 10465

Personal E-Mail/Fax: [REDACTED]

Business Address: (same as above)

Business E-Mail/Fax: (same as above)

Charter School Name: Common Grounds 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.):

parent representative

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

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

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

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

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

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

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy
To help students become life long learners who work up to their potential

18. Please explain your understanding of the educational program of the charter school
Will meet NYS standards while meeting IEP Guidelines, through differentiated instruction and ongoing assessment
Please indicate what you believe to be the characteristics of a successful charter school
In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful
See reverse side

Other

20. Please explain your understanding of the appropriate role of a public charter school board member
To ensure the by-laws are upheld, that the school is operating in the best interest of the students, to promote fiscal responsibility, to encourage parental or community input

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 understood the application, the by-laws and all the proposed policies

22 Please provide any other information that you feel is pertinent to the Department's review.
(see submitted resume)

and ultimately productive members of society

Will meet NYS standards while meeting IEP Guidelines, through differentiated instruction and ongoing assessment

parental or community input

11) The characteristics of a successful charter school include small class sizes, a collaborative teaching environment, small and flexible grouping for instruction, ongoing assessment that drives differentiation of instruction to target different learning levels and styles, a focus on literacy and math skills and an administrative team that focuses on curriculum development and financial responsibility. The board of the charter school should do the following to ensure the school ~~is~~ and remains successful: encourage parental input, demand financial scrutiny of allocation of funding and monies, create yearly goals in the areas of curriculum, community, Fiscal, Staff Development, ^{and} facilities, meet monthly ~~to~~ to ensure goals are being met, ~~and~~ provide ~~time~~ ^{time} for the public to question and express concerns, provide time for school to "shine" in the eyes of the community and lastly the board should be provided with copies of teacher observations and schedule occasional walk throughs the school.

16) I would ask them to explain ^{and prove} how their beliefs or their actions would benefit all the students in the charter school. In addition I would remind them of the laws that they are bound to as board members. If I still felt they were acting inappropriately I would speak to other board members ~~and~~ if it appeared that they were indeed acting in their personal interests I would contact the State Education Department.

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: Roger Perry-Stovall
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED], New York, NY 10037

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED] Woodland Park, NJ 07424

Business E-Mail/Fax: [REDACTED]

Charter School Name: Common Ground Charter School

Charter School Address: _____

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

Academic/Curriculum Subcommittee

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

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

Background

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. A friend informed me of the planning team opportunity
5. Please explain why you wish to serve on the board. I am committed to serving through education. This is a natural fit for me and serves a demographic very much in need.
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).
(1) DUI; (2) misdemeanor; (3) underage drinking in PA (zero tolerance); (4) all fines have been paid and additional requirements met; (5) May, 2000

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

Conflict of Interest

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

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

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

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would ask the member of the board about their involvement in the situation which I believe is a conflict of interest. In the event that it meets the criteria outlined in the by-laws set-forth by the governance of the board, I would then inform the individual that they are likely violating this portion of the documentation and bring it before the board as the protocol states to do so

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Common Ground Charter School's fundamental philosophy is that all students have the right and ability to achieve academic success. We aim to create an inclusive environment in which everyone is challenged and therefore everyone succeeds.

18. Please explain your understanding of the educational program of the charter school. The educational program of the charter school is one which is rich in language arts and the other core fundamental academic skills. Individualized, data driven, instruction, adopted through professional learning communities, is at the heart of the instructional methodology to ensure that every student reaches their full potential

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 charter school which possesses the following:

- data driven instruction/administration (constant monitoring and communication by the board, the executive director, and key staff members)
- school culture (embedded deeply into the fabric of the day-to-day operations and monitored regularly by the board, the executive director, and key staff members)
- no excuses policy (the board and all staff members take full responsibility for the success of EVERY student in the school)
- parental/community involvement and collaboration (the board must be transparent in its decision making and keep the lines of communication open with parents and the

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community to ensure the school is being collaboratively developed and nurtured inside and outside of the walls of instruction)

- professional learning communities (everyone must be working together towards one common vision, while constantly investigating and making adjustments in the delivery of services where necessary to achieve this end)

Other

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

To uphold the mission and charter of the school, provide a diverse perspective in the decision making process and serve to ensure the success of the school

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

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

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 found out about Common Ground Charter School from a former colleague and friend who works in the educational management industry.*
5. Please explain why you wish to serve on the board. *I would like to serve as part of Common Ground Charter School's board because I believe strongly in its mission of and educational approach to providing a high quality educational experience to elementary-aged students of all learning abilities in the South Bronx. My experience working on charter school policy and advocacy at the NYC Charter School Center enabled me to understand NYC's charter school sector more in depth, especially the neighborhoods most in need of better public school options. CSD 7 is considered to be one of those neighborhoods and I commend Common Ground's goal of enrolling a 30% special needs population. I believe my educational background and professional experience equip me to be an effective and contributing board member for Common Ground and I look forward to working with and serving the charter 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

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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. *Our Bylaws require that any member disclose his/her interest in a contract or transaction that may represent a conflict of interest, self-dealing or working for personal benefit. If I believed a board member were working for their own benefit or that of their friends/family, I would inform the highest non-involved Board officer and request that the Board determine, by a majority of votes, whether or not such an infraction existed. If that were the case, the deemed Board member would not be allowed to vote on or be present at meetings regarding such conflict of interest.*

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Common Ground Charter School is a diverse community dedicated to helping children become life-long learners and confident global citizens through a rigorous, individualized academic curricula.

Common Ground Charter School ("Common Ground") will be a public charter school serving grades K-5 for students of all abilities. The foundation of Common Ground rests on our Four Pillars of Learning: High Expectations for Student Learning, High Expectations for Faculty Performance, High Expectations for Home/School Collaboration and High Expectations for Leadership. Common

Ground will use research-based instructional strategies and have a "no excuses" policy. The school design is innovative and built upon proven pedagogical approaches from top performing schools.

18. Please explain your understanding of the educational program of the charter school. *Common Ground will use a variety of instructional strategies that best suit students' learning needs. In doing so, teachers will employ differentiated instruction to bolster students' learning experience through a co-teaching model.*
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school should be clear on its mission and on how it will achieve its goals of providing a high quality public education. It must also create measures by which it can be held accountable for its performance and have the appropriate organizational structures in place to carry out its objectives. But perhaps the most important characteristic of a successful charter school is its staff; their passion and dedication to the charter school's mission is what brings the school to life. The Board will play a critical role overseeing Common Ground charter school's work, especially around operations and finance. Specifically, the Board will select a strong, capable school leader and operations team; ensure that parents' voices are heard through selecting a representative of the parent body to serve on the Board; use the Data Dashboard to evaluate the work and progress of Common Ground; and remain actively involved in the work of Common Ground.*

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *The Board of Common Ground Charter School will be responsible for overseeing the school's operations and finance, primarily. The Board will promote the school's mission and work with the community to bolster the school's public image. The Board will also help raise funds to supplement public funding and make sure that structural/organizational systems are in place. Importantly, the Board will remain objective in working with and guiding the school.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I read and fully understand our charter school's application, Board by-laws and all proposed policies.*
22. Please provide any other information that you feel is pertinent to the

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Department's review.