

## Cover Sheet

**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 **Dr. Muriel Petioni Charter School**

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**District or CSD** in which the school will be located: **New York City CSD 5**

**Total projected grade levels** to be served by the end of five years: **Grades 6, 7, 8**

**Total projected grade levels** to be served when school is full developed: **Grades 6, 7, 8**

**Total projected maximum enrollment** by the end of five years: **400**

**Total projected maximum enrollment** when fully developed: **400**

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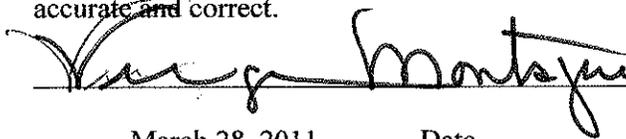
2011 NYSED Charter School Application Statement of Assurances

*Please disregard the four assurances that are found on the top half of page 24 of the 2011 Charter School Application Kit (the text preceding "I. EDUCATION PLAN"). Instead, please provide the following information in a one-page Charter School Application Statement of Assurances:*

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the **Dr. Muriel Petioni Charter School** 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.

*Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011. Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.*

- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the **Dr. Muriel Petioni 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 **Dr. Muriel Petioni Charter School** is accurate and correct.



Signature of Lead Applicant

March 28, 2011 Date

## I. EDUCATION PLAN

The mission of the Dr. Muriel Petioni Charter School (DMPCS) is to offer a rigorous educational program for grades 6 through 8. DMPCS will prepare students living in Harlem to: 1) demonstrate Scholarship by leaving grade 8 at or above proficiency in all areas; 2) develop Healthy life skills that result in the achievement of personal health goals; and 3) demonstrate effective Leadership through the successful completion of approved leadership projects that benefit the community.

The school will provide a rigorous middle school curriculum and reach census in year three with the addition of an 8<sup>th</sup> grade. The DMPCS planning team recognizes that a large portion of its student population will hail from elementary schools within the Harlem community and will enter DMPCS performing below grade level in ELA, math and other academic subjects. To address these weaknesses, DMPCS will develop an intensive Academic Intervention Services (AIS) model that will include assessment, intervention, and reassessment, thus ensuring that students obtain grade level mastery by the end of 6<sup>th</sup> grade and then continue to gain proficiency through the 8<sup>th</sup> grade with a goal of gaining admittance to the top performing New York City high schools. The educational program at DMPCS will utilize a standards-based curriculum delivered through inquiry- and project-based learning activities, and direct and differentiated instruction. Curriculum and instructional strategies will be examined regularly and evaluated for effectiveness as measured by student performance assessments, paper and pencil predictive and instructional-targeted assessments, and the NYS ELA, math, social studies and science tests. Teaching staff will have daily opportunities for shared planning time for instructional and other planning, professional development that is supported by the school schedule, and monthly professional development trainings targeting specific challenge areas.

Three pillars will support the foundation of the DMPCS:

1. Scholarship: rigorous academic scholarship delivered through a variety of engaging pedagogies based on a standards-aligned curriculum and assessment program
2. Health: providing health education (i.e. nutrition, prevention and fitness), career awareness building and exposure to health professionals, promotion of healthy life choices and access to health-related referral services
3. Leadership: leadership development focused on citizenship, service learning and community leadership developed through curriculum and practice.

Guided by the pioneering spirit and steadfast commitment to excellence of Dr. Muriel Petioni, DMPCS' approach to learning will be engaging, collaborative, experiential and performance-based. The education program will provide a standards-aligned curriculum and assessment program, utilize research-based pedagogies, and create opportunities to build career awareness and pathways to white collar professions. Students and staff will be held accountable to the highest academic standards. Students will engage in learning activities that will develop the academic, social and employment skills necessary to succeed in postsecondary education and employment in high stakes careers. Below are the important components of the curriculum and instructional program of DMPCS.

### A. Curriculum and Instruction

**Curriculum:** DMPCS has already completed the curriculum crosswalks for grades 6 through 8 in all areas and has spent time on aligning and creating crosswalks to a rigorous high school curriculum. The Planning Team felt it was necessary to align the middle school curriculum with a rigorous high school curriculum because a middle school program aimed at preparing students to gain entrance and compete in high performing high schools must understand what is expected of high school students at this level. Further, there may come a time when DMPCS might consider growing the school through high school and having a complete curriculum now, guides the middle school curriculum. These crosswalks were completed by Arthur Pritchard, Ph.D., a senior partner with JPS Solutions. Dr. Pritchard is an expert

educator who developed crosswalks currently in use at a number of NY charter schools.<sup>1</sup> All subject areas are aligned to the New York State Learning Standards and are organized in a manner for inclusion of the Common Core State Standards. Curriculums developed by Dr. Pritchard are currently in use at several charter schools throughout the State and have been approved, in the past, by both NYSED and NYC DOE.

The DMPCS curriculum crosswalks were developed to support teachers in tailoring instruction to best address the needs of students, as determined through ongoing data collection and analysis. The core curriculum developed by Dr. Pritchard, in coordination with the DMPCS team, will be digitized and made readily available to teachers, who will then “diary map” their lesson plans and units of study on top of the core curriculum. To further reinforce the importance of correct pacing and scaffolding, teachers and administrators will develop common assessments across the subject areas and grades. This information will be loaded to the same system for comparison to the school’s curriculum and the NYS learning standards and Common Core State Standards where available. The academic performance of students will be tracked over time. The data generated through this process will allow the staff to connect back to the school’s curriculum and the NYS learning standards. The SunGard PerformancePlus software system (discussed elsewhere in the proposal) will be used to collect and analyze this data. The budget reflects the purchase of the system, the training for the staff, and time in the daily schedule to accomplish all this work. Overall, this technology system and the data driven decision making (D3M) process it supports will help to identify potential weaknesses in the curriculum and instruction where interventions can be developed before they become serious deficiencies.

English Language Arts: The ELA curriculum will provide students with a balanced literacy program utilizing skill-based texts, fiction, nonfiction trade books, book clubs, literary circles, independent and quiet reading and writing strategies. These curricula and instructional strategies will provide the basis for students to advance their reading, writing and speaking skills beyond the basics received in elementary school. The ELA program will focus on reading, writing, speaking, and listening across the content areas to ensure that students increase comprehension, build new knowledge about a variety of subjects and think critically about historical and current events, themes and issues.

As outlined in the Prospectus, the leadership of DMPCS does not accept the common held view that literacy is only addressed in secondary school as a remedial subject. To effectively improve the proficiency level of underachieving students, all DMPCS teachers, regardless of assignment, are expected to confront the poor reading skills of their students. Based on a solid body of knowledge on adolescent literacy, the DMPCS leadership expects all of the school’s instructional staff to become teachers of reading and writing appropriate to their disciplines. While tradition says that teaching reading is the job of primary school teachers, the practice of Reading in the Content Areas (RICA) at DMPCS will be the rule and not the exception. It is also understood by the DMPCS leadership that middle school teachers need considerable help in understanding how to develop content knowledge and improve student literacy at the same time. In fact, effective teaching in their subject areas will be boosted by complementary literacy instruction related to the texts of their subjects. As discussed in the Prospectus, there is plenty of data to show that teachers who infuse these techniques into their classes are able to cover (and their students are able to learn) more content more successfully.<sup>2,3</sup>

To achieve full implementation of RICA, the DMPCS leadership will institute a RICA professional development program and will assign literacy experts to coach content area teachers. The DMPCS planning team has observed that many schools that implement this model have shown large gains in

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<sup>1</sup> For a full list of schools, please see <http://www.jpssolutions.com/clients.htm>

<sup>2</sup> Taken from <http://www.principals.org/Content.aspx?topic=53684> on August 15, 2010.

<sup>3</sup> McGrath, A. “A new read on teen literacy” *U.S. News & World Report* 138.7 (February 28, 2005): 68.

literacy scores. In-service provided to teachers results in improved reading achievement for students<sup>4</sup> so it follows naturally that literacy coaching—a form of highly targeted professional development—is a particularly potent vehicle for improving reading skills. Literacy coaching adheres to what research identifies as the essential features of effective professional development.<sup>5,6</sup> Common components include training that is: grounded in inquiry and reflection; participant-driven and collaborative, involving a sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive; and, connected to and derived from teachers' ongoing work with their students. DMPCS will implement a complete program of literacy coaching at all grade levels. Literacy coaching is supported in the budget by providing funds for coaches in the classroom providing embedded professional development.

*Mathematics, Science and Technology:* The DMPCS mathematics, science and technology curriculum will provide students with an inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills (including vocabulary and fluency of scientific language), math applications, use of manipulatives, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. Emphasis in this curriculum will be placed on topics relating human's interaction with the natural world with specific focus on environmental influences on health disparities. To accomplish these learning objectives, a blended approach including skill-based texts and reading and writing in the content areas will be implemented.

Math will be a special emphasis. All students will achieve math proficiency at DMPCS by the beginning of grade 8. To achieve this goal and thus effectively close the math proficiency gap, students will understand that their teachers and administrators will hold them to high expectations. Math classes will be a learning environment that is non-threatening, where there is an accommodation for individual differences. Teachers will employ varied instructional practices and there will be consistent support for each student's effort. A typical Math practice employed by teachers is to promote active engagement in problem-solving activities that are built on knowledge of experiences. The ability to reason is a process that grows out of these experiences. Learning is enhanced by connecting math to the real world through technology and communication of mathematical ideas by operationalizing the support activities offered by the school. To close the achievement gap, Math intervention strategies at DMPCS will be used during or before initial instruction to ensure success for at-risk students. These strategies will teach concepts that move from manipulatives, to pictures, to symbols. Teachers will help students to transfer actively learned concepts to pencil-paper tasks and assessments similar to the end of grade/end of course tests. Vocabulary activities, higher order thinking and problem solving strategies will be included in intervention strategies designed to close the gap. Teachers will "scaffold" math instruction, filling existing gaps as required for groups of students. The DMPCS leadership has identified a list of expectations for teachers when teaching math. These expectations include the following: 1) Feel comfortable in their use of technology; 2) Provide connections to prior knowledge, other subject areas, careers, and student interests; 3) Develop an array of teaching strategies so as to address students with different learning styles; 4) Continue to improve their knowledge of content so they feel comfortable with the curriculum; 5) Improve their questioning ability by asking higher order questions, allowing for wait time, and encouraging students to give more than one answer; 6) Become positive about their ability to teach mathematics to all students; and 7) Expect students to want to learn, to do homework, to ask questions, and to seek assistance.

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<sup>4</sup> National Reading Institute (2000). *Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

<sup>5</sup> Darling-Hammond, L., & McLaughlin, M.W. (1995). Policies that support professional development in an era of reform." *Phi Delta Kappa* 76, 8: 597-604.

<sup>6</sup> Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38 (4), 915-945.

*Social Studies:* The DMPCS social studies curriculum will provide students with an inquiry-based approach to learning historical content and current events and will include basic and advanced reading, writing, investigative science and technology skills, leadership development, and opportunities to learn about different cultures, historical eras and events. In addition, the program will provide opportunities for explorations of history, geography, economics, government and civics, project-based learning, performance-based assessments and real-world technology use. The program will use skill-based texts and reading and writing in the content areas emphasizing civic responsibility and community leadership.

*Health and Physical Education:* Health and physical education will be a significant focus of DMPCS. The school's health and fitness program will encourage students to be physically active and make positive, healthy life choices. In alignment with the NYS Learning Standards, the school's health instruction will focus on injury prevention; mental and emotional health; nutrition and physical activity; substance abuse including tobacco, alcohol and other drugs; family health and sexuality; and personal and consumer health. The health and fitness program will include instruction in nutrition; instruction in healthy lifestyle choices; participation in physical education classes; access to neighborhood recreational and athletic teams; and, opportunities to participate in health-related leadership and advocacy activities.

*Career Development and Occupational Studies (CDOS):* DMPCS will create awareness and provide opportunities for exposure to careers in the health, math, science and technology industries. The CDOS program will explore access and pathways to the targeted careers, and provide exposure to health, math, science and technology professionals through experiential learning opportunities, mentoring and internships. To facilitate the integration of CDOS into daily action, Individual Learning Plans (ILPs—see Advisory Program below) will include career goals through school, to college and beyond to career.

*Family and Consumer Sciences (FACS):* FACS will be integrated into the advisories along with CDOS<sup>7</sup> and will align with the NYSED Home and Career Skill for middle school, which will include the pathways of Human Services and Family Studies and Food and Nutrition. FACS standards encompass the DMPCS mission and will be reflected in ILPs.

*The Arts:* The DMPCS arts curriculum is based on the NYC DOE *Arts Blueprint* and the *Arts Count* program – both of which are aligned with the NYS Learning Standards for the arts. Students will learn to appreciate the visual and performing arts and draw connections between the art world and the sciences. In grade 6, the Arts program will be integrated with the Social Studies program, building on the art, music and dance of the culture being studied at any given time.

*Spanish:* The Spanish curriculum will focus on reading, writing, and speaking. The curriculum will align with the NYS Learning Standards for Foreign Languages. Spanish will be taught using a full immersion model of language learning. Students will be expected to participate in class in Spanish.

**Instruction:** To actualize this learning model, innovative strategies are necessary and explained below.

*Advisory Program:* In keeping with research on middle schools,<sup>8</sup> students will be organized in grade level advisory teams. These advisory teams will consist of small groups of students and adults who will meet daily at both the start and end of the school day. In 6<sup>th</sup> grade these advisory periods will focus on the development of the students' Individual Learning Plans (ILP) which will follow the students throughout their academic careers; ensuring that they receive the support necessary for success. In each grade the activities of the Advisory will be age- and grade-appropriate but will always focus on self,

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<sup>7</sup> <http://www.emsc.nysed.gov/cte/facse/middle.html>

<sup>8</sup> Taken from [www.turningpts.org/work.htm](http://www.turningpts.org/work.htm) on April 24, 2010.

others, and the importance of community. By the end of grade 8, students will have developed an ILP that encompasses a high school to college plan.

Extended Day and Class Periods: DMPCS will provide students with an extended school day of learning and activities commencing at 7:45 am with dismissal at 5:30 pm, extending the traditional school day by 2.5 hours. Students will be grouped heterogeneously on each grade level and travel with their advisory group throughout the school day. The weekly schedule provides extra time for interventions in the 6<sup>th</sup> grade and core and non-core subject areas for the 7<sup>th</sup> and 8<sup>th</sup> grades.

Classroom Instructional Strategies: The goal of DMPCS is to create a small community of learning in which all individuals focus on developing critical thinking competencies. Teachers will capture students' attention and curiosity by incorporating age appropriate ideas, materials and tools to stimulate creativity and higher order thinking. Teaching methods and student work will be targeted to develop critical thinking competencies such as meta-cognition, acquisition and integration of knowledge, refining and extending existing knowledge, determining effective uses of knowledge gained, and "habits of mind" for building life-long learning. It is a primary objective of the DMPCS education program to create the foundation for students to become life-long learners. Specific pedagogies will include: 1) Cooperative learning strategies providing effective interpersonal and team work skills; 2) Questioning methodologies providing opportunities for students to question themselves, their peers and teachers about what they are learning. Questioning strategies provide opportunities to clarify knowledge, retain knowledge gained, relate new information to that which has already been learned, stimulate creativity and curiosity, and practice critical thinking skills; and 3) Differentiated Instruction ensuring that learning for each student is focused on the abilities and needs of each individual student.

Inquiry-Based Student-Directed Work: After the ILPs are completed during the advisories, students will pursue a menu of active learning opportunities that will culminate every nine weeks in a final project. These project-based learning (PBL) activities will follow the guidelines and utilize the resources developed by the Buck Institute for Education.<sup>9</sup> PBL opportunities will be designed to help students take responsibility and ownership for their own education, thereby building confidence through the development of effective work habits and attitudes towards learning, and instilling persistence in pursuit of their academic and social endeavors. Through the year and with experience, students will become more self-directed. Strategies to be used: 1) student-directed learning that deliberately engages student voice; 2) student and staff collaboration; 3) pursuing the answer to an essential question relevant to students' lives; 4) outcomes-based measures and deliverables; and 5) real world use of technology.

Opportunities for Transformative Leadership: Students, staff, parents, and community partners will create and participate in a weekly community assembly. The purpose of these assemblies is to provide an opportunity for all to create space for shared voice and decision-making among all school stakeholders. Students, staff and others will work together to identify and execute agenda items for these community meetings. A key tool in the development of leadership among students will be the establishment of a student government program which will be based on the guidelines and principles recommended by the National Council for Social Studies.<sup>10</sup> The student government will be an active voice in the school and will require more leadership responsibility as students progress through the grades.

Career Education: Building career awareness and developing college and job skills for the 21<sup>st</sup> century workplace are significant components of DMPCS' educational philosophy. DMPCS will integrate a career education program with career awareness and project-based activities to help students gain self knowledge about their attributes and skills, identify industry interests, and education and employment

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<sup>9</sup> From <http://www.bie.org/> on April 21, 2010.

<sup>10</sup> From <http://www.socialstudies.org/positions/studentgovt> on April 21, 2010

goals. Seventh and eighth grade students will work with school staff and mentors to develop high school plans that align with their postsecondary education and career goals.

In alignment with the school's mission, the educational model proposed here will propel students beyond mere grade level proficiency, preparing them for college and adulthood. By allowing "tweens" another year with the same stable classroom environment provided through the elementary school model, the transition to Middle School will be smoother. Support is continued into the 7<sup>th</sup> and 8<sup>th</sup> grades by having teachers loop with their students for two years. Under this structure, students become accustomed to the high school model of having a different teacher for each class while avoiding the disjointedness of such a model. By the time the student enters high school, (s)he will have the skills necessary to navigate college and adulthood.

**Flexibility of Model:** The curriculum and instructional model at DMPCS will provide a significant educational benefit to "at-risk" students since it anticipates that a sizable majority of the expected enrollment will be considered at-risk of academic failure. A core philosophy of DMPCS is that all staff will have high expectations and believe all children can learn. DMPCS is committed to preparing all students for entry to high performing high schools. The educational program at DMPCS features specific strategies that are designed to provide significant benefits to students at-risk of academic failure; in fact, the entire model is predicated on the belief that the majority of the students will be at-risk. It is important that students feel connected to their school community through meaningful relationships with adults they can trust. To students who are at-risk, having this connection is central to their success and, in fact, the school culture itself can be the single most important element under-girding the achievement of all students. Schools instill in students not only skills, but habits and behavior. DMPCS will ensure the success of every child by building a culture of achievement and excellence from the outset. Every adult in the building will believe that every student is capable of learning; this belief will be communicated to students regularly.<sup>11</sup>

**Methods and Strategies Targeted to At-Risk Students:** Those students requiring additional academic support will receive targeted remediation, individualized instruction and skills development during the last block of the day. Students will be targeted for additional academic support based on submitted work, assessments and in-class performance. For 7<sup>th</sup> and 8<sup>th</sup> grade students, this extended period may be used to provide small group or one-on-one counseling in high school preparation and placement. The late afternoon time period provides an opportunity for parents/guardians to participate in these sessions. In addition to developing the entire educational program on an AIS model, a Title I Targeted Assistance Program (TAP) will be implemented in the first year of operation (future years it will be School-wide) that will be supplemental to the regular school program. Title I funds will supplement, not supplant, programs for TAP students. Students eligible for Title I services will be identified as academically "at-risk" by assessing the results of the Scantron Testing results and the 5<sup>th</sup> grade NYSED tests.

The methods and strategies for supporting students with ELL and IEP statuses were both detailed in the prospectus and will not be repeated here. DMPCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence. DMPCS will not discriminate against LEP/ELL students in its

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<sup>11</sup> From <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at600.htm> on April 21, 2010.

admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, it will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their children within the CSD 5 communities where large numbers of LEP/ELLs reside.

Please refer back to the Prospectus, pages 6-9 for a full description of these programs.

**Exit Criteria:** Two of the most important grades for DMPCS students will be grades 6 and 8. Grade 6 is important because it is the core building block for students moving forward and grade 8 is important because of the correlations between 8<sup>th</sup> grade proficiency and future success. DMPCS students will be held to specific promotion criteria in the areas of comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and, NYS Test score proficiency levels. The School reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. Below are the exit requirements for grades 6 and 8.

Grade Level	Attendance	Teacher Assessment	Benchmark Testing
General Education Grade 6	95%*	1) 65 or greater (grade level) 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 3 on the NYS ELA and Math tests**
Special Education Grade 6	95%*	1) 65 or greater (grade level) <b>OR</b> Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 2 on the NYS ELA and Math tests <b>OR</b> Score of passing on testing as required as per IEP
ELL Students Grade 6	95%*	1) 65 or greater (grade level) <b>OR</b> Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Completion of ILP	Achievement at or above Level 3 on the NYS Math test** <b>AND</b> Achievement at or above Level 2 on the NYS ELA test <b>OR</b> Passing score on the NYSESLAT <b>OR</b> Indication approaching passing on NYSESLAT (for first year ELL student)/Indication of growth on NYSESLAT (second year ELL students)
General Education Grade 8	90%*	1) 65 or greater (grade level) 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 3 on the NYS ELA and Math tests** 2) Completion of at least one high school Regents exam
Special Education Grade 8	90%*	1) 65 or greater (grade level) <b>OR</b> Regular and SPED Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 2 on the NYS ELA and Math tests <b>OR</b> Score of passing on testing as required as per IEP 2) Completion of at least one high school Regents or RCT exam (if allowed by IEP)

**Dr. Muriel Petioni Charter School  
Full Application Narrative**

ELL Students Grade 8	90%*	1) 65 or greater (grade level) <b>OR</b> Regular and ELL Teacher recommendations 2) Successful completion of one community learning project 3) Successful completion of ILP for high school	1) Achievement at or above Level 3 on the NYS Math test** 2) Achievement at or above Level 2 on the NYS ELA test <b>OR</b> Passing score on the NYSESLAT <b>OR</b> Indication approaching passing on NYSESLAT (for first year ELL student)/Indication of growth on NYSESLAT (second year ELL students) 3) Completion of at least one HS Regents exam (including LOTE)
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\*Unless circumstances warrant extended absences and work is completed satisfactorily.

\*\*The exception would be in the case where a student enrolled at Level 1 and the student has shown significant progress in all areas and scored at least at a level 2. Teachers, parents, and administrators will take these exceptions into consideration on a case by case basis.

**Professional Development:** DMPCS is well aware of the fact that many times teachers in charter schools often lack extensive experience. The DMPCS Professional Development (PD) model is designed to address this potential reality. By providing a full period each day for prep as well as for common planning and professional development time, professional development becomes part of the culture. Further, one Friday a month, school is dismissed early for full school PD. Finally, three coaches will be hired to work directly with teachers in the classroom providing embedded PD to ensure that effective instruction becomes common practice throughout the school. DMPCS will have a full complement of topics for teachers and will use the National Staff Development Council’s *Standards for Staff Development*,<sup>12</sup> including:

**Context Standards for Staff development that improves the learning of all students:**

- Organizes adults into learning communities whose goals are aligned with those of the school and/or district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

**Process Standards for Staff development that improves the learning of all students:**

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

**Content Standards for Staff development that improves the learning of all students:**

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Teachers and staff will also receive professional development during common planning time and school-

<sup>12</sup> Taken from <http://www.nsd.org/standards/> on April 24, 2010.

wide PD that relates directly to the SunGard software services (CurriculumConnector, Assessment Builder, and Tracker), as well as Reading in the Content Areas (RICA). Supporting teachers in the classrooms is central to the success of any professional development; therefore, providing embedded professional development in the content areas, RICA, and ELL will further enhance the effectiveness of the school's instructional program. Staff will report to school early for a mid-August training.

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

**Daily Schedules:** DMPCS will have an extended day for instruction beginning at 7:45 a.m. and concluding at 5:30 p.m., except for one Friday a month when classroom instruction will end after lunch to allow for whole school teacher PD. The entire school day will be 9 hours and 40 minutes per day or 48 hours and 20 minutes per week resulting in 8 hours of instruction a day or 40 hours per week which greatly exceeds the 5.5 hours of instruction per day required by Education Law 2852(2)(n). Please see **Attachment 3 – Sample Daily Schedule** for an example.

As addressed earlier, DMPCS will have two basic schedules: 1) 6<sup>th</sup> grade, and 2) 7<sup>th</sup> and 8<sup>th</sup> grades. The 6<sup>th</sup> grade classes will be based on the elementary school model with a literacy priority regarding ELA and mathematics. Each class of 6<sup>th</sup> grade will consist of one certified core teacher who, in addition to ELA and mathematics, will be responsible for teaching science and social studies (which will include an Arts component). The technology teacher will team teach with the core teachers integrating technology into the content areas. Physical education and health will be taught by other certified faculty members, not the 6<sup>th</sup> grade classroom teachers. This arrangement of classes will ensure that all students enter the 7<sup>th</sup> grade on or above grade level. The 7<sup>th</sup> and 8<sup>th</sup> grade schedules will resemble those of a regular middle school with middle school certified core subject teachers teaching a full complement of subjects. This schedule will differ from more traditional middle school schedules by having teachers loop with their students through the 8<sup>th</sup> grade.

The following are the time allotments for each subject on a weekly basis for the 6<sup>th</sup> grade and will adhere to NYSED Part 100 Regulations, specifically Part 100.4—Program Requirements for Grades Five through Eight:

- ELA, including reading and writing: 8 hours, 25 minutes per week (85 minutes daily);
- Mathematics: 8 hours 25 minutes per week (85 minutes daily);
- Science: 8 hours 25 minutes per week (85 minutes daily);
- Social Studies: 8 hours 25 minutes per week (85 minutes daily)
- Physical Education and Health: 4 hours per week (60 minutes daily, except Thursday).

The schedules for the 7<sup>th</sup> and 8<sup>th</sup> graders align with NYSED Part 100 Regulations:

- ELA, including reading and writing: 5 hours, 50 minutes per week (70 minutes daily);
- Mathematics: 5 hours 50 minutes per week (70 minutes daily);
- Science: 5 hours 50 minutes per week, (70 minutes daily);
- Social Studies: 5 hours 50 minute per week (70 minutes daily);
- Physical Education and Health: 3 hours per week.

Other important features of the schedules in all grades include the following:

- **Advisories:** Students will be organized in grade level advisory teams in small groups of approximately 14 students. These advisory teams will meet daily with their faculty sponsor during a 30 minute period at the start of the school day and a 25 minute period at the end of the day. These advisories will be, in the beginning, a period of assessing and developing Individual Learning Plans (ILPs) for each student that focuses on his/her specific needs. Once ILPs have been completed, the advisories will become student-led leadership opportunities for planning and goal setting, goal monitoring, reflection, revision, and time to make meaningful connections with each other. Looping in the 7<sup>th</sup> and 8<sup>th</sup> grades will greatly facilitate these advisories, having

- the same advisor will ease the transition to high school.
- **School-wide Assembly:** School-wide assemblies will be integrated with CDOS and FACS. These assemblies will be used to communicate important information and will include guest speakers talking about life responsibilities and opportunities available to young people today as they progress in their education. These assemblies will take place once a week.
- **Enrichment/Homework Help:** Depending on the needs of students, enrichment and/or homework help will be offered at 5:00PM everyday for all grades; high school students will have another 55 minute period during the day. This time will allow students to complete their work as well as develop enrichment activities.
- **ELA, Math, Science, Social Studies, and ESL coaches** will be hired to work directly with teachers in a variety of ways (modeling, lesson planning, RICA, etc.) to ensure that students are receiving differentiated instruction geared towards their needs.
- **Common faculty planning time** is reflected in the daily schedule. In addition, DMPCS will dismiss early one Friday afternoon per month for school-wide professional development.

**Calendar.** DMPCS will have an extended school year of 200 school days, exceeding the 180 required by Education Law section 3204(4). Teachers will report for work in mid-August for a two week in-service training. Students will follow the NYC DOE’s school year calendar, starting school after Labor Day and continuing through late June. Following a brief July 4 break, students will then return on the first Monday following the 4<sup>th</sup> of July for another 4-week period of school. During the school year there will be approximately 10 1/3-days of staff development planned for Friday afternoon sessions to minimize the overlap of instructional days for students. Please see **Attachment 4 – Proposed Annual Calendar**.

The intensive educational program developed for the 6<sup>th</sup> grade students clearly aligns with the schools’ educational mission and goals. By building on the skills and proficiencies developed in grade 6, grades 7 and 8 clearly are focused on academic excellence and developing students who can compete in the 21<sup>st</sup> century.

**C. Target Population**

The enrollment table presented below illustrates that DMPCS will open in September 2012 with 150 students in grade 6, with 25 students in each class, a very realistic enrollment, further backed up by the information in Parts E and F of Section II.

*Anticipated Enrollment Table*

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>6<sup>th</sup></b>	150	150	150	135	135
<b>7<sup>th</sup></b>		135	135	135	135
<b>8<sup>th</sup></b>			115	130	130
<b>Total</b>	150	285	400	400	400

As addressed in the Prospectus, an area that the Planning Team is very sensitive to is the necessity of developing a school culture. After talking with other leaders who had opened new schools, two issues became very clear. First, students and their families do move to other cities and states at an annual rate of about 10% of the school population. Second, replacing these students at later grades can disrupt the culture-building of a new school. Therefore, the Planning Team is recommending over-enrollment in grade 6 during the first three years of the school. Once the culture of the school has been established, it will be possible to replace students who leave at the upper grades. If the anticipated 10% of the students do not move, enrollment in grade 6 in future years will be adjusted. The overall census will never exceed 400 students. Incoming students are expected to mirror those from CSD 5. According to the NYSED, of the tested students, 58% were Black, 37% Hispanic, 2% Asian, and 2% White. The percentage of

students eligible for free and reduced lunch is 80.39%, the percentage of ELL students is 10.6%. Unfortunately, there was no indication about the number of SPED students in the district,<sup>13</sup> it is predicted that up to 11% of the enrolled students will have disabilities as described in their IEPs.

In addition to the demographics of the students, there are also the demographics of the community that were central in the development of the school design. The rationale for creating the school in CSD 5 is based on lack of opportunities for community leadership, health awareness and scholarship. First, students need exposure to different careers so that there is the opportunity for choice. A needs assessment showed that as a community, CSD 5 is overrepresented in the NYC population with blue collar industries. Based on the life and example of Dr. Muriel Petioni, it is important that children have the opportunity to experience and take advantage of a variety of opportunities available to them in life. DMPCS will target students in the CSD 5 area and expose them to white collar careers, particularly in health. For students to be able to take advantage of these opportunities there must be in place a full array of supports and opportunities as part of the overall program.

The second rationale for creating a charter school for students within the boundaries of CSD 5 is based on awareness of the physical health and risk factors present within the community. Central Harlem residents experience higher rates of HIV-AIDS, cancer, preventable illnesses, and death than the population of NYC overall. In 2003-2004 the average annual death rate was approximately 40 percent higher than the rates in NYC. We believe that health awareness is central to academic and career success and that the youth in Central Harlem must be made aware of these health issues and provided with opportunities to acquire the leadership skills coupled with the academic tools necessary to make healthy lifestyle choices and compete academically in the 21<sup>st</sup> century.

The final prong in the rationale for targeting students in this community is education. Education affects every aspect of our lives as do the choices we make; choices which are based on our experiences and opportunities. Students will only be able to make healthy life choices, including becoming community leaders, by obtaining a focused, rigorous education. Based on the NYC DOE and NYSED data, it is clear that this community would be well served by the development of strong middle and high schools.

Another issue that impacted the development of this particular school design was the student proficiency results of the district schools on the NYSED tests as well as the status of the district schools. CSD 5 has been identified by NYSED as a District In Need of Improvement (DINI) in ELA for 2009-2010.<sup>14</sup> And on the NYSED ELA and Math tests in grades 3 – 8 for 2009-2010, performance data indicates that students in the District still lag behind the city.<sup>15</sup>

Grades	ELA			Mathematics		
	CSD 5	City Wide	Difference	CSD 5	City Wide	Difference
5 <sup>th</sup> Grade	27.2%	46.2%	<b>-19.0</b>	38.5%	59.7%	<b>-21.2</b>
6 <sup>th</sup> Grade	31.2%	40.1%	<b>-8.9</b>	38.6%	53.0%	<b>-14.4</b>
7 <sup>th</sup> Grade	28.7%	38.2%	<b>-9.5</b>	37.7%	52.6%	<b>-14.9</b>
8 <sup>th</sup> Grade	24.1%	37.5%	<b>-13.4</b>	35.7%	46.3%	<b>-10.6</b>

Clearly, all the data indicates that CSD 5 needs more high quality, rigorous middle schools. The DMPCS planning team believes that middle school is the age at which positive interventions will be the most effective. DMPCS has been designed to address these weaknesses and to provide an academically strong alternative for students in CSD 5. In reviewing the demographics of the community and the families from

<sup>13</sup> From <http://www.emsc.nysed.gov/psc/startcharter.html> on August 12, 2010.

<sup>14</sup> From <https://www.nystart.gov/publicweb/District.do?county=NEWYORK&district=310500010000&year=2009> on April 20, 2010, page 8.

<sup>15</sup> From <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> on August 12, 2010.

which our students will most likely come, there is a substantive lack of exposure to a rigorous curriculum. This lack of exposure is impacting the rates of high school enrollment in high performing schools. DMPCS is designed to provide students with a rigorous academic program starting with grade 6 that will immerse them in a rich, college-bound culture.

Based on the data available for the CSD 5 schools, it is expected that many students will enroll at DMPCS below, some significantly below, 6<sup>th</sup> grade proficiency. It is predicted that the school will have a significant number of students lagging in proficiency because parents/guardians who are displeased with the educational services their students have received through the 5<sup>th</sup> grade, as reflected by the students' actual skills, will make up a sizable share of those who seek enrollment in DMPCS. Thus, a large proportion of these students will enroll in the school and special structures need to be in place to meet their needs. This model does not negatively impact students who are at or above grade level, but supports them as well because they also benefit from another year with one teacher, developing powerful relationships with the teacher.

As discussed earlier, to meet the needs of these students, DMPCS will have two schedules: 1) 6<sup>th</sup> grade and 2) 7<sup>th</sup> and 8<sup>th</sup> grade. The 6<sup>th</sup> grade classes will be based on the elementary school model with a literacy priority regarding English Language Arts and mathematics, ensuring students enter the 7<sup>th</sup> grade on grade level. The 7<sup>th</sup> and 8<sup>th</sup> grade schedules will resemble those of a regular middle school with MS certified core subject teachers and a full complement of subjects, with teachers looping with their students through grade 8, continuing to build on the DMPCS philosophy that strong relationships with adults support learning. Looping has been shown to have positive effects on both the academic and social lives of students, providing the support necessary for students to succeed.<sup>16</sup> Looping from 7<sup>th</sup> to 8<sup>th</sup> grade will allow students and teachers to develop a family-like environment that will support long-term stability for some students who may have unstable lives outside of school.<sup>17</sup> Another advantage is that there is an increase in instructional time because there is no need to spend the first month of the new school year establishing classroom rules and procedures; students and teachers are able to begin instruction immediately. Further, at the end of the 7<sup>th</sup> grade school year, teachers will be able to assign summer projects to be completed as part of the advisories. Additional benefits include the increased parental involvement due to a strengthening of the parent-teacher bond<sup>18</sup>. Looping has been shown to be particularly beneficial at the middle school level,<sup>19</sup> providing a stable environment, allowing teachers to fully understand each child's academic/social needs, providing the necessary time for the parent-teacher bond to develop, and ensuring that students are prepared for high school by the end of grade 8.

The curriculum was developed with the belief that the middle school curriculum defines the students' high school and college success because preparation for college enrollment must begin as soon as possible—at least by middle school. By having an academically rigorous middle school, DMPCS can focus students on the necessary academic, social, and emotional requirements needed by students who will enroll in high performing high schools which is a critical step towards college enrollment. As a middle school, to prepare students adequately for high performing high schools and future college enrollment, academic preparation will begin in grade 6. As stated earlier, to ensure that students increase their proficiency to at and above grade level, the entire grade 6 year will be spent on intensive math and reading supports by using an elementary school model whereby the teacher can integrate math and

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<sup>16</sup> Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook: Teachers and Students Progressing Together*. Peterborough, NH: Crystal Springs Books.

<sup>17</sup> Taken from: <http://education.stateuniversity.com/pages/2194/Looping.html>>Looping - How Widespread Is Its Use?, Rationale, Evidence Supporting Its Use

<sup>18</sup> Ibid.

<sup>19</sup> George, P.S. & Lounsbury, J. H. (2000). *Making Big Schools Feel Small: Multiage Grouping, Looping, and Schools-within-a-School*. Westerville, OH: National Middle School Association.

reading strategies into all subject areas, the classroom time in each subject area is longer, and students are supported through advisories. To further facilitate this rigorous academic program, teachers in the 7<sup>th</sup> and 8<sup>th</sup> grade will loop with their students to ensure that there is a smooth transition of all academic remediation and acceleration. In all grades, classroom and subject area teachers will be supported by embedded staff development and coaches. Because DMPCS has made a commitment to a data driven culture, assessment results will be used throughout to ensure students are functioning at or above grade level. Based on the successes at other charter schools such as Renaissance Charter School and Hellenic Classical Charter School, 8<sup>th</sup> grade students will begin to take Regents exams. Taking at least one Regent or RCT exam by grade 8 will be a goal for students in the 8<sup>th</sup> grade. The mission, curriculum, instruction, and services will meet the needs of the target population.

#### **D. Assessment**

The assessment program at DMPCS will align with the School's mission as well as the overall educational priorities of providing a rigorous middle school education focused on scholarship, healthy life skills, and leadership. The school's assessment program will track the three goals included in the mission and will align back to the School's educational priorities as exemplified in the School's curriculum. Data gleaned from the assessment program will be used to drive decision making processes for instruction as well as school-wide modifications. Student performance will be assessed on a continuous basis. Assessments will provide instructional staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGard suite of software and on-line services—CurriculumCONNECTOR, AssessmentBUILDER, and StudentTRACKER—will be purchased and are included in the budget. Through this software, teachers can map curriculum aligning it to the NYS Learning Standards and Common Core State Standards, develop their own assessments which align to the curriculum and NYS Learning and Common Core Standards, download standardized tests (i.e., Scantron) and the NYS tests including the item analysis, and track student progress over time. The combined software allows administrators to identify gaps and weaknesses in the curriculum. This process has been piloted by 10 charter schools that are participating in the PICCS project (discussed elsewhere in the application); it has been shown to be extremely effective<sup>20</sup> and aligns with the NYSED's Race to the Top requirements.

It is critical that the school's entire community of students, parents, staff, administration, and Board are invested in a school culture dedicated to the effective use of performance data. The DMPCS Board will work closely with the School Leader in the formative stages of planning to develop and implement goals, protocols, systems, and tools to facilitate the use of assessment data to drive decision making. While the collaborative effort is essential, the components described below serve as examples of the ways DMPCS expects to use data to inform decision making with regard to instruction. The goals of the charter school regarding the use of data in the design and implementation of instructional strategies include: 1) Refining and directing classroom instruction, including setting individual student goals; 2) Adjusting scheduling to include adequate time for core subjects, non-core subjects, and any necessary remediation to ensure mastery of the material; 3) Refining the teacher-developed and diagnostic tests to ensure consistent alignment with the NYS learning standards; 4) Informing policies for student retention and promotion; and 5) Evaluating teacher and school leader performance.

At the start of the school year the faculty and administrators, with the assistance of the Data Specialist, will use students' prior-year NYS tests, where available, to understand starting points, deficiencies and baseline performance for individual students. Once students take the full series of Scantron exams, as well as any initial diagnostics and teacher created tests, the data will be used to confirm baseline starting

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<sup>20</sup> Please see <http://www.piccs.org/> for more information.

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points, and set goals and facilitate conversations with students and parents about each child’s academic goals. Throughout the year, teachers will use data from the Scantron series—as well as diagnostic assessments and other formative assessments—during scheduled meetings with the School Leader and during lesson planning time to examine item analysis. This data including individual and class level data as well as curriculum, will be used to inform ongoing instruction, modify lesson plans and reorganize schedules where needed. Faculty and administrators will use the data to create small groups for immediate tutoring and remediation to be done at the end of the school day. Faculty and staff also will use the data to set and measure individual student growth goals. This data will be used to scaffold and align the curriculum appropriately.

The School Leader and Board will use academic performance data to cultivate evidence-based program evaluation, increase communication about the academic goals and success, and make decisions about instructional delivery and direct instructional needs, organizational structure and resource allocation. Formal data management systems and technologies will ensure regular collection, evaluation and communication about academic progress and attainment.

Students at DMPCS will fully participate in the assessments as required by the NYS Board of Regents. Below is the testing schedule including valid and reliable assessments of students.

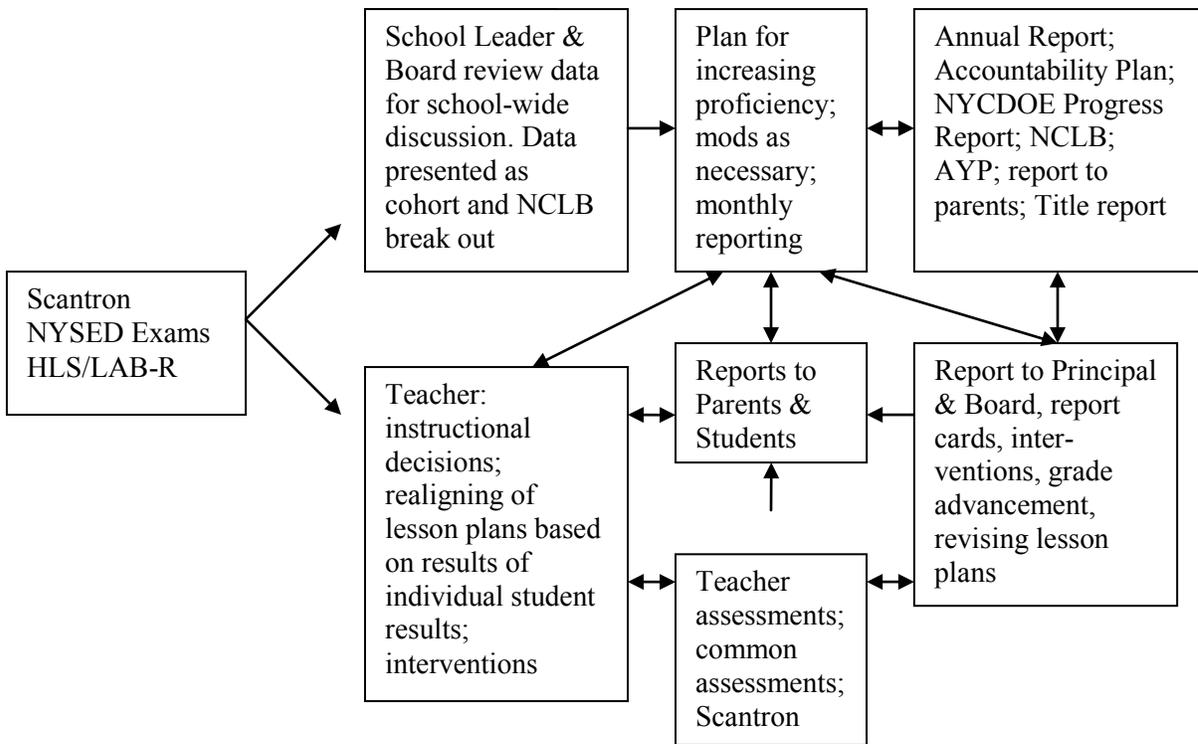
**Assessments**

Name of Assessment	Purpose	Grades Administered	When Administered
Scantron Performance Series Reading & Language Arts	Identify reading fluency, competency, reading comprehension and writing development levels	6-8	September and June
Scantron Performance Series Mathematics	Identify number fluency and mathematical skills for grade level	6-8	September and June
Teacher developed assessments and quizzes, including common assessment across subject, grades, and teachers	To determine learning in a variety of areas (ELA, math, Social Studies, Science, Health)	6-8	As needed based on lesson plans
Language Assessment Battery – Revised (LAB-R)	To determine English proficiency.	6-8 as identified by the Home Language Survey and Staff Assessment	September (or within 10 days of the student’s enrollment)
New York State English as a Second Language Achievement Test (NYSESLAT)	To determine when students identified as ELLs become fluent in English.	6-8 if required by LAB-R	April/May*
New York State Alternative Assessment	Identify students’ ability to meet or exceed grade level standards in all areas for Special Education students	6-8 if needed as determined by IEP	October through February*
Specialized High School Admission Test (SHSAT)	All students who wish to enroll in one of NYC’s specialized high schools.	8	October/November*
New York State ELA	Identify students’ ability to meet or exceed grade level standards in reading, reading comprehension and writing.	6-8	April/May*
New York State Math	Identify students’ ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	6-8	April/May*
New York State Social Studies	Identify students’ ability to meet or exceed grade level standards in content and reading and writing strategies (document based questions) in social studies	8	May*
New York State Science	Identify students’ ability to meet or exceed grade level standards in science content and use of scientific tools	8	April/May*
New York State Regents Exams (ELA, Math, Global, Living Environment, US History, LOTE)	To assess middle school students mastery of NYS Learning Standards in preparation for high school enrollment.	8	January, June, August*

\*DMPCS will administer these NYS Assessments as prescribed by NYS on the dates that are required for each school year.

**Data Flow.** Understanding how the data flows to inform stakeholders as well as instructional and school-wide decision making is central to the success of the data program at DMPCS. The plan calls for feedback based on data at every juncture, involving parents, teachers, students, school leader as well as the Board of Trustees and the authorizer. The teacher-developed and common assessments will include measures of academic, healthy life style choices, and leadership abilities. This entire system of assessment will be integrated with ongoing professional development as well as teacher and school leader evaluations and observations.

Student performance and outcomes gleaned from this assessment program will be used as part of the Performance Based Incentive (PBI) plan to be implemented at DMPCS which supports the NYSED new accountability program under Race to the Top. Below is a schematic which indicates flow.



**E. School Climate and Discipline**

DMPCS envisions the school as a learning community that treats students and adults with respect and kindness. The building of a community, and ingraining the importance of community, is the mission of DMPCS. This community will provide the nurturing and support needed for students to excel beyond proficiency, becoming productive citizens of the 21<sup>st</sup> century. However, just like education, community living must be taught as well. The DMPCS Code of Conduct and Discipline Policy reflect this belief. To this end, DMPCS will ensure that it is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. Based on the belief in community, DMPCS will define discipline as helping students develop self-control and self-motivation in a community that is safe for all members. The School’s approach to discipline will be one based on a learning model. Discipline will not be punitive but educational. Children need help in understanding rules and it is the School’s responsibility to work with students as they learn the new rules of adulthood. This will be done in a supportive environment, with

rules clearly stated, where the child will have the opportunity to improve their behavior without presenting barriers towards success. Students and parents will receive a copy of the Code of Conduct and Discipline Policy which clearly outlines the terms for unacceptable behavior along with the consequences of such behavior, as well as the policy for students with disabilities. This policy will be supported by rules clearly displayed in hallways and classrooms, discussed in assemblies and classrooms, consistent enforcement of all rules, and equitable discipline administration.

The Discipline Policy is in compliance with all aspects of Section 2851 (2)(h) of the NYS Education Law statute governing the rules and procedures by which students may be disciplined. Due process procedures shall be set forth for all disciplinary actions for all students. The policy will be applied consistently by the school leader, teachers, other school staff, students and parents/guardians to achieve a school climate that is supportive of student learning and personal development. The Discipline Policy will reinforce a value system of high expectations beginning with the general requirement that all DMPCS students must behave responsibly and honestly, focus on learning and achievement, and demonstrate civility and respect to adults, other students, themselves, and school property. Students will be expected to: 1) attend class on time, ready to learn; 2) study and read continuously; 3) adhere to the dress code; 4) know and complete all assigned homework; 5) maintain quiet and orderly conduct, during and between classes; and 6) turn off and put away all electronic devices while in school.

Students who exhibit extremely negative and harmful behaviors toward themselves, staff, and peers will be referred to the school's leadership for a complete evaluation. Student suspensions and expulsions will be used only as a last resort (employing an in-school suspension system when appropriate). The DMPCS Discipline Policy outlines the suspension rules to be used.

In addition to the discipline procedures applicable to all students, there are special procedures which are applicable to students with disabilities. There are also conditions under which a student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. The charter school shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and procedures outlined in the DMPCS Discipline Policy, except in the event that the procedures are inconsistent with federal law and regulations, federal law and regulations shall govern.

**Communication with Families and Participation in School Governance and Culture:** A central focus of DMPCS is to create a small learning community wherein all members are involved, have ownership and are vested in the school's success—to create a school culture and environment wherein all members are empowered to give voice to daily challenges. For parents/guardians (“parents”), DMPCS has been designed to be a community school where parents take a leadership role in the school. Young people need positive adult role models and there is no one better suited to this than their own parents. Research has shown that it is critical that parents remain engaged in the academic progress of their children in order for the child to be academically successful. Therefore, communication with parents is a very important aspect of the school's program. Upon opening the school for enrollment, a Parent Association (PA) will be established. Parents, with assistance if needed, will determine the actual structure and by-laws of the parent group. Aligned with NCLB, the PA will be responsible for providing input and feedback on the development of the Parent Involvement Policy, Parent School Compact, the Title Program, School Wide Program, and the Comprehensive Educational Program. The PA president will report to the Board on a regular basis. Members of the PA will also be asked to serve on Board subcommittees.

Parent support and input is important to the day to day instruction of the school as well. Leadership and career education, while both integral parts of the educational components of the school, require the support and leadership of parents. On Thursdays, in the Community Assemblies, parents (along with

corporate and community partners) will create and participate in the assembly. The purpose of these assemblies is to provide an opportunity for students, staff and parents to create space for shared voice and decision-making among all school stakeholders. Parents will not only have input into the topics addressed in assemblies but will play a key role in modeling leadership responsibilities. Parents will also take a key leadership role in the career education at DMPCS, recommending mentors as well as serving as mentors for students in the school. Finally, parent satisfaction is of the utmost importance to DMPCS. Feedback from this survey will be used to modify and strengthen the parent involvement plan.

In terms of communication, DMPCS will use all possible modes of communication available to engage parents. Parents will be required to attend an orientation session where the responsibility of parents in their child's education will be discussed including parent responsibility for serving on the Parent's Association and becoming active with the Board of Trustees and the governance of the school. As part of this orientation, lines of communication will be outlined and all parents will receive directories, calendars, ways to be involved and the many ways to contact the school. Parents will be encouraged to speak with administrators, school support personnel and teachers about issues relating to their children and DMPCS. Parents will be able to communicate directly with their child's teachers, administrators and school support personnel in person by scheduling an appointment as well as by e-mail and by phone. All members of the School's staff will have a school e-mail account, access to a computer and a phone and/or voicemail box through which parents can reach them. A school community bulletin board placed prominently in the school will be readily available to parents and other members of the school community. There will be regularly scheduled times (beyond the assemblies) when parents will be invited to the school to participate in academic activities in the classroom. The School will have quarterly parent teacher meetings that coincide with the distribution of student report cards at the end of each quarter. Mailings and notices about what is going on at the school will be sent home with the children and when necessary posted on the website. Written materials will be in the language parents speak and interpreters will be available for non-English speakers.

## **II. ORGANIZATIONAL PLAN**

### **A. Governing Body**

The governing body will be the DMPCS Board of Trustees ("the Board" or "the Trustees"). The Trustees will be responsible for conducting and directing the affairs of DMPCS, subject to all applicable laws, the Charter, and the Charter Bylaws. While the Board may delegate day-to-day management and other activities of the School to the School Leader and others, it is understood that the Trustees will at all times retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and charter of the School; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the School Leader; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. The specific powers and responsibilities of the Board are laid out in the bylaws.

The Board will comprise no less than seven and no more than 15 members. The Founding Board is comprised of seven members of the Planning Team. A Trustee may resign at any time and a new member will be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of the Education Law. Grounds for removal from the Board include anything that is in violation of the school's conflict of interest policy, code of ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity. Much of the work of the Board will be conducted in committee, including four standing committees—i.e. the Executive Committee (chaired by the Board President), the Finance Committee (chaired by the Treasurer), the

Educational Accountability Committee and the Facilities Committee.

**Trustee Job Description.** In addition to meeting all relevant legal requirements (e.g. being over 18 years of age), Trustees will be expected to demonstrate commitment to: (1) the mission, goals and programs of the school; (2) the principle that all students can learn and that all DMPCS students will be supported in achieving academic excellence; and (3) that the School will become a community institution that honors and embraces its roots in Harlem and works with and engages Harlem-based organizations and resources. The Board will lead the school and thus will set the tone for the culture of the school. Board members should be outstanding members of the community.

As outlined in the bylaws, new Trustees will be identified and nominated by members of the Board of Trustees and can come from any number of stakeholder groups such as parents, community members, and individuals with specialized expertise. The qualifications for service on the DMPCS Board of Trustees will include: 1) Experience and expertise in a professional field that would benefit the Board and the School, including: educational accountability, assessment, curriculum, real estate, law, fundraising, management, technology, accounting, military, government, health, community, or youth development; 2) At least 18 years of age; 3) Commitment to community service; and 4) Moral and ethical integrity.

In addition to the aforementioned qualifications, each member of the DMPCS Board of Trustees must commit to the following: 1) Understanding and support of the mission and design of the School; 2) Regular attendance at board and committee meetings; 3) Willingness to volunteer for individual assignments on behalf of the board, including service on committees and fundraising endeavors; and 4) An expectation that all children can learn and can accomplish high academic achievement regardless of race, income, family background, religion, gender, or previous behavior.

Attached are the **Corporate By-Laws** (Attachment 5) and **Code of Ethics** (Attachment 6).

## **B. Founding Group Composition**

The selected members of the Board of Trustees have worked together for over five years to develop the plan for DMPCS, and each has a specific area of expertise that has been central to the planning process that will support the successful implementation of the school's programs. These Founding Board members include: 1) Lead Applicant **Virginia Montague**, retired, a long time Harlem community leader and promoter of social causes and services who has worked for the Upper Manhattan Empowerment Zone and the Manhattan Borough President's Office; 2) Chairperson **Conrad Graves, Ph.D.**, retired professor and Harlem community leader who is the former Chair of the Dept. of Social Work at Kean University; 3) **Belinda K. Amoako**, Assistant Principal at the Jeffrey Rapport School, a special education high school, who has a specialty in math and special education, extensive experience as a teacher and as a staff developer for math and special education throughout the DOE and is currently a Ph.D. candidate. 4) **Kordai Decoteau, DPM**, who currently works with the Urban Family Health for homeless individuals, has experience as a youth mentor and teacher of health and wellness programs and will be opening a practice in Harlem in March 2011; 5) **Selvin R. Osbourne, M.P.A.**, who is currently the CFO of the Public Interest Projects, Inc. and has been a CFO and Fiscal Officer for over 20 years in major not-for-profit agencies, including Catholic Charities, Women's Prison Association & Home, and Coalition for the Homeless. 6) **Brenda Smith, Ed.D.**, retired as the Superintendent of the Mount Vernon Public Schools, where she oversaw a budget of \$180 million, supervised a staff of 1,450 and student body of more than 10,000 students and supported district-wide school improvement, including having four Mt. Vernon elementary schools designated as Blue Ribbon Schools by the US Dept. of Education and another school named a National Title I school; and 7) **Rev. Gregory Robeson Smith, Ed.D., DMin., MBA, MDiv.**, Senior Pastor of Mother AME Zion Church and former President and CEO of the African Development Foundation (appointed by President George H.W. Bush and serving also under President Bill Clinton), who has extensive fundraising experience, a long-standing record of service to the Harlem community and strong expertise in the development of strategic alliances between public and private sectors as well

as being responsible for \$2 billion in revenue with various companies. The table below lists the Board Members and pre- and post-chartering roles. Most recently, **Freddie Dean Smith, M.Ed.**, joined the Planning Team as the identified School Leader. Mr. Smith has extensive experience not only as a teacher but as a curriculum and instructional leader, principal, and superintendent.

<b>Name</b>	<b>Profession</b>	<b>Pre-Opening Role</b>	<b>Post-Opening Role</b>
Belinda K. Amoako	Educator AP District 75 DOE	Planning Team Member	Board Member: Educational Accountability Committee
Dr. Kordai Decoteau	Medicine, Health	Planning Team Member	Board Member
Dr. Conrad Graves	Nonprofit management consultant and retired college professor	Planning Team Leader	Board Member: Chair, Executive Committee
Virginia Montague	Community activist	Planning Team Member: Lead Applicant	Board Member: Executive Committee
Selvin Osbourne, MPA	Finance Officer for Not-for-Profits	Planning Team Member	Board Member: Finance Committee
Brenda Smith, Ed.D.	Retired district superintendent	Planning Team Member	Board Member: Educational Accountability Committee
Rev. Dr. Gregory Robeson Smith	Senior Pastor	Planning Team Member	Advisory Board Member: Finance Committee; Facilities Committee
Freddie Dean Smith, M.Ed.	Superintendent	Planning Team Member	School Leader

Resumes are included in Attachment 7; Attachments 8 (Statement of Assurances) and 9 (Request for Information) for the prospective Board members are attached as well.

**Parent and Teacher Involvement in Decision-Making:** It is important that both teachers and parents have an active role with the decisions made in the school. The School Leader has overall responsibility for making decisions and will be supported by the Board’s Academic Accountability Committee. The Academic Accountability Committee membership will include the School Leader and representatives of the teaching staff as well as those Board members with particular expertise in education and parent(s). This Committee will participate in regular reviews of student academic data and other related factors and will make recommendations based on this analysis. The School Leader, working closely with the Director of Operations and Compliance (DOC), will provide at least quarterly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors. Input from teachers and parents will be sought as to the effectiveness of the curriculum and instructional methodologies as well instructional challenges and areas in need of additional staff development or parental and home support.

DMPCS has involved parents in meaningful ways during the start-up and will encourage and expect continued parent participation and involvement in school activities as well as on the Board. Parents will participate in the decision making by providing input and feedback on the development of the Parent Involvement Policy, Parent School Compact, the Title Program, School Wide Program and the Comprehensive Educational Program. On Thursdays, in the Community Assemblies, parents (along with others) will create and participate in the assembly. Parents will not only have input into the topics addressed in assemblies but will play a key role in modeling leadership responsibilities. The president of the Parent’s Association will sit on the Board of Trustees as per the Board By-Laws.

**Open Meetings Law:** All Board meetings will take place at the school, be held monthly, and open to the public. The date, time, and location of each meeting will be publicized on the School’s web site as well as any web sites provided by the NYC DOE or NYSED. Further, meetings will be publicized at the school as well as radio and television through public service announcements. DMPCS will follow and uphold the Open Meetings Law.

**Quorum:** A majority of the entire Board shall constitute a quorum. A vote by the majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. Trustees may participate via conference call, video-conferencing or similar communications equipment allowing all persons in the meeting to hear each other at the same time; provided, that participation by such means shall not constitute presence at the meeting for the purposes of quorum or vote except as permitted by the Open Meetings Law. This is fully defined in the bylaws.

The proposed members of the Board of Trustees and the School Leader have the experience, knowledge, and capacity to found and sustain a quality school.

### **C. Management and Operation**

**Reporting and Oversight Structure:** The Board of Trustees will govern the school and have final authority for its policies and operations; as well as have oversight over the academic progress and fiscal soundness of the school. The Board will also have other responsibilities, which are outlined above and in the by-laws. The Board will delegate to the School Leader the day-to-day decision-making, authority for instructional leadership and hiring, firing, development and evaluation of staff and will, in turn, be accountable to the Board. Notwithstanding the delegation of authority to the School Leader and/or other key personnel, the Board will retain absolute authority and responsibility for all activities and functions of the school.

**School Leader Day to Day Roles and Responsibilities:** While the Board provides oversight, the School Leader’s responsibilities will include management and administration of all school activities including: management of day-to-day operations; overseeing instruction, curriculum and other educational programming; student admissions and enrollment; parent and community relations; development and implementation of strategies and initiatives to promote and facilitate parent involvement; student and community outreach; resource allocation; staff evaluation and training; hiring and evaluation of teachers and staff; oversight of budget preparation and implementation including compliance with established financial controls and budgetary goals (assisted by the School’s Director of Operations and Compliance—DOC—and Trustees); and pursuance of grants, strategic alliances and other resources (in coordination with the Trustees). The School Leader, working closely with the DOC, will provide the Board of Trustees with at least quarterly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty-level, special student population, among other factors, as well as a report on the financial status of the school.

In addition, the DMPCS School Leader will be responsible for business and community outreach including working with the Board of Trustees to create and present a school brand (public relations), establishing relationships with prospective funders, collaborating with education and human service programs/institutions and connecting with cultural and civic organizations. The School Leader will serve as the DMPCS emissary and advocate in the public and private sectors, and will communicate and collaborate with individuals and organizations throughout the Harlem and charter communities. The School Leader will include the aforementioned items in his/her monthly report to the Board in collaboration with the School’s Director of Operations and Compliance (DOC).

When the Planning Team originally submitted the Prospectus the hiring committee was in the process of

interviewing candidates for the position of School Leader. Since that time, the Planning Team is happy to announce the identification of the School Leader, Freddie Dean Smith. Mr. Smith has a Masters of Education from Virginia State University, several teaching certifications, as well as his NYS Permanent School Administration Certificate and NYS Professional School District Leader Administrative Certificate. These certificates, along with years of experience at all levels of education, met all the committee's requirements. He began his career as a third grade teacher, eventually teaching social studies in middle school, before moving into a guidance counselor position. This fulfilled the committee's requirements that the School Leader be the Master Teacher of the school, as well as having an understanding of at-risk youth. Mr. Smith then moved into management as an Assistant Principal for Instruction followed by a position as a Curriculum Instructional Specialist for Prince Georges County. This met the committee's requirement that the School Leader be well versed in curriculum and instruction. His last three positions were as Principal in White Plains followed by serving as both the Assistant Superintendent and then the Superintendent of Schools for the City School District of New Rochelle. This met the committee's requirement that the School Leader have experience in management, program development, staff hiring and training, budget development and management, compliance reporting, staff management, human resources development, and public relations. Mr. Smith has a unique combination of education, backed up by extensive experience, which will ensure that the students of DMPCS become successful, proficient, life-long learners. His management skills and experience ensure that the school will remain viable under all managerial, compliance, and fiscal areas as well.

**Responsibilities of Other Key Staff:** During the start-up phase, the school will hire a Director of Operations and Compliance (DOC) and School Secretary. The DOC will report to the School Leader and have the responsibility for all non-academic aspects of the school including finance, facilities, and all areas of compliance, health, safety, and data systems. Working closely with the School Leader, the DOC will ensure that all necessary Title requirements in terms of compliance, not academics, are adhered to around those items such as Special Education, ELL, Parent Involvement, Safety Plan, School Security and Police, School Parent Compact, School Wide Plan, Comprehensive Education Plan, Title Program, among others. The DOC will work with the outside accounting agency responsible for bookkeeping, reporting, and fiscal compliance to develop policies and procedures around purchasing. The DOC, working with the School Leader and appropriate members or committees of the Board of Trustees, will develop the Staff Manual, which will outline all areas of the school compliance issues. All staff working together will ensure that the school is ready for the first day including furniture, supplies, equipment, computer and phone set up, classroom set up and more. The DOC is responsible for this aspect of the school's opening.

The School Secretary will be responsible for helping the School Leader and DOC on the completion of their respective tasks. Primary responsibilities will be to log and track lottery applications, communicating with parents/guardians interested in the school, scheduling tours and meetings, reporting to the School Leader and DOC the status of the applications, and connections to all the systems necessary for a school in NYS/C such as the DOE ATS, nySTART, the NYSED Principal Portal, as well as others.

By August 2012, all six general grade 6 classroom teachers, teaching assistant, the NYSED certified Special Education, PE and Technology teachers will be hired. Each general teacher will teach a class of 25 students, while the Technology and Special Education Teacher will provide push-in services; the PE teacher will do pull outs, as will the Special Ed Teacher depending on the needs of the students as outlined in the IEPs. The teaching assistant will rotate through the classes on a schedule designed by the School Leader based on the needs of the students. Three coaches (ELA/SS, Math/Science, and ELL) will be hired in September to provide embedded support for the teachers. A Social Worker will also be retained in August to provide support services for students and families. Finally, a Data Specialist will be hired in August to provide support to the School Leader, DOC, and Teachers for the purpose of providing them with data and assistance in data analysis that will be considered part of the school's decision-making

process. There will be nursing and janitorial services secured by August as well. Additional staff (including AP, Finance Officer, Director of Instruction, Guidance Counselor, Reading Specialist, and all teachers needed as the school grows) will be added as needed. This is clearly outlined in the budget and budget narrative.

The **Organizational Chart** (Attachment 10) and **Key Position Descriptions** (Attachment 11) are included.

### **C.1. Charter Management Organizations**

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

### **D. Staffing and Human Resources**

**Recruiting and Retaining Staff:** The philosophy of the DMPCS Board is that the quality of the teaching staff determines the quality of education offered in the school. Under the direction of the School Leader, with consultation and consent of the Board, the School will recruit highly qualified candidates to fill staff positions and meet its educational needs. Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, understanding of struggling students, and ability to contribute to the furtherance of DMPCS' mission and educational goals. Attention will be paid to the candidate's relevant experience and academic attainment, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. DMPCS' teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, DMPCS will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act.

The basic belief of DMPCS, that all children can learn and can be successful, coupled with its innovative educational program—including the staff incentive program—will be used as recruitment tools. The School will establish a broad applicant pool for all vacant positions and will recruit teachers through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. DMPCS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. newspapers reaching different ethnic groups), networking with organizations with diverse memberships, participating in recruitment events and leveraging the relationships and experiences of Board members and supporters to support its outreach, networking and teacher recruitment initiatives. DMPCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

Once recruited, the school's staff will be retained through a variety of adult learning strategies and incentives. DMPCS is designed to engage teachers and all staff in a process of life long learning, through a program of professional development. A basic tenet of the school is that all members of the school community play an active role in determining the success of the school. Teachers will be expected to assume leadership roles within the school. Some of these leadership roles include the further development of lesson and unit plans aligned to the DMPCS curriculum and the NYSED learning standards, development of common assessments within subject areas, analysis of the outcomes of these assessments and the modification of curriculum pacing calendars based on these outcomes, provision of support for students as they conduct their community activities while integrating these community activities into the daily classroom programs, implementation of project based instruction, the peer review of others lessons, as well as other leadership roles as they arise. To support teachers in these endeavors, the daily schedule allows for common planning time as well as a significant amount of staff development time. Further, a

Data Specialist will assist teachers in learning how to understand the data and use it to inform their daily instruction. Coaches in ELA/Social Studies, Math/Science, and ELL will further support instruction by providing embedded staff development. Finally, DMPCS will offer incentives based directly on student outcomes. Recent data shows that performance based incentive programs are highly effective in retaining quality teachers.<sup>21</sup> The strategies presented above will help DMPCS retain the most highly qualified staff.

**Staffing Plan:** The staff-related budget assumptions were developed based on the school’s educational program and needs. It is understood that students attending DMPCS will more than likely, based on the NYSED test results, enter grade 6 below proficiency; therefore, the design of grade 6 is based on the elementary school model of one teacher with an intensive, focused curriculum designed to support students to proficiency in ELA and math. In grades 7 and 8, teachers will loop with their classes to provide consistent support and guidance for a solid two years integrating the community work into classroom goals. There is also time in the schedule for teachers working together, both directly and as facilitated by technology. To support professional collaboration and teacher effectiveness, the school is purchasing software systems that allow teachers to easily assess the core curriculum for the purpose of aligning and pacing their lesson plans which then integrates into the assessment system. By budgeting for specialty Coaches as well as the Data Specialist, the school will ensure that teachers will receive the support needed to integrate this data rich process into their daily instruction. Each year the budget grows by the appropriate numbers of teachers (all classes are assumed to be an average of 25 students). Additional teachers in special education and ESL are budgeted on the basis of the predicted growth of these populations. As the school grows more support staff will be added as well including additional social workers, ELL, Art, PE, Special Ed, LOTE, and Technology teachers, guidance counselors, reading specialist, Assistant Principal, and, Director of Instruction. All of this is reflected in the budget.

**Non-Certified Instructional Staff:** DMPCS does not intend to hire non-certified instructional staff. However, if this becomes necessary due to lack of certified applicants in an area, there will be a rigorous interview process which will include not only at least five-years of demonstrated quality teaching, but excellent references and two full lessons which include differentiated instruction, using assessment data to inform instruction, and align to NYS learning standards. Further, the individual must present a plan to become NYSED certified and must adhere to the plan or face termination.

**Data Driven Decision Making (D3M):** A key principle at DMPCS is the research-supported belief that all adults in a school building need to support students for students to be successful. At DMPCS, all staff will be held accountable for student outcomes, and such accountability will be integrated into the school’s system of evaluating and compensating staff. Each staff member will be eligible to receive an incentive of up to \$5,000 based on student outcomes, which is included in the budget and fully explained in the budget narrative. As a field we are moving towards compensation reform in education. The idea is simple: compensate staff achieving certain objective goals that are directly tied to student outcomes and will result in improved student proficiency. Most budgets include a general 5% increase on salaries every year. DMPCS has done this in our budget as well—paid for through per pupil funding—however, only 3% of the increase will be used for COLA increases while the other 2% will be set aside for compensating highly effective staff. Using the successful performance-based compensation model established by the Partnership in Innovation of Compensation for Charter Schools (PICCS), a US Education Department Teacher Incentive Fund (TIF)-funded project that reformed compensation and academic programming in 10 New York City charter schools, the DPMCS’ school-wide committee will develop a Performance Based Incentive (PBI) plan, approved by the Board, that outlines the expectations for each person and how an incentive can be obtained, following the outline of the PICCS PBI plan.

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<sup>21</sup> Initial results presented at the Teacher Incentive Fund grant meeting held by the U.S. Education Department in Washington, DC on August 23-24, 2010.

To reach this goal, as discussed in the Prospectus and Assessment section above, student performance will be assessed in all grades on a continuous basis, providing detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction, working towards a goal of ensuring continuous student progress. To support this, the SunGard (formerly Performance Pathways) suite of software and on-line services—CurriculumCONNECTOR, AssessmentBUILDER, and StudentTRACKER—will be purchased and used throughout the school. This software is currently being used successfully by charter schools in New York City, including the 10 PICCS schools and several charter schools participating in a separate Enhancing Education through Technology (EETT) grant-funded program.<sup>22</sup> Using this software, teachers can map their lesson plans against the core curriculum which is already aligned to the NYS Learning and Common Core Standards, develop their own common assessments which align to the curriculum and NYS Learning Standards, load standardized tests (i.e., Scantron), load the NYS tests including the item analysis, and then track student progress over time as well as identifying weaknesses in their own lessons as it maps to the learning standards. Administrators can use the combined software to identify gaps and weaknesses in the curriculum and areas of needed concentration at the student level. Staff throughout the school will be trained in the use of this technology and supported in employing it effectively into all aspects of the school’s academic programming.

Using these tools will greatly enhance D3M. The DMPCS Board understands that D3M is an essential element for the success of the school’s instructional program. Thus, the board has decided that training and practice of D3M must start from day one, both because it is good pedagogical practice and because it will enable the school to develop a culture of accountability. To this end, not only will the SunGard services be purchased, but a data specialist is being hired to work with the School Leader to support teachers in the use of data. By using this system of D3M, teachers and administrators will have all the necessary tools to ensure that relevant data is easily accessible and used to the fullest extent. Training on these tools has been built into the daily schedule and the budget.

D3M will be integrated comprehensively into the culture of the school, and it will be a critical element of the school’s approach to supporting and incentivizing teachers. As described below, all DMPCS staff is eligible for performance based incentives that are determined in large part by student outcomes. D3M will be used to differentiate and improve instruction and, in the process, assist in achieving student outcome targets. By so doing, D3M will help staff meet the performance targets required to receive performance-based incentives.<sup>23</sup> This system supports and aligns with the State’s “approach to incorporating student status and growth data in the evaluation and support of teachers”.<sup>24</sup>

**Employer-Employee Relationship:** One of the strongest methods of retaining staff is a healthy employer-employee relationship built on mutual professionalism and respect. In a school, this relationship can be even further bolstered by having high achieving students. The entire educational model of DMPCS is geared towards achieving this outcome. DMPCS will establish a culture that supports not only the growth of students, but the growth of teachers and other school stakeholders as well. Teachers are expected to be an active voice in the functioning of the school and in the success of the students. To attain this level of responsibility, DMPCS understands that there must be a culture where learning is expected and encouraged for everyone. Establishing an environment in which staff are provided with the appropriate tools, supports, training and time to integrate a rigorous educational

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<sup>22</sup> The DMPCS planning team has communicated frequently with representatives of the schools and organizations currently implementing PICCS and the EETT project, and they will continue to work with these representatives to leverage their experience as the DMPCS academic program is implemented.

<sup>23</sup> From Prospectus.

<sup>24</sup> From **NYSED 2010 Charter School Application Kit**, page 29.

program that all can be proud of, will result in a collaborative culture that positively impacts the employer-employee relationship.

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

**The Targeted Student Population:** As stated earlier, incoming students are expected to mirror those from CSD 5. To recap (pages 10-12), 80% of the students currently in CSD 5 are eligible for free and reduced lunch, 58% were Black, 37% Hispanic, 2% Asian, and 2% White. CSD 5 has been identified by NYSED as a District In Need of Improvement (DINI) in ELA for 2009-2010,<sup>25</sup> with students lagging behind the city on the NYSED ELA and Math tests in grades 3 – 8 for 2009-2010.<sup>26</sup> The percentage of ELL students is 10.6% and the special education population is estimated at 11%.

It may seem a little strange to think of any student in NYC living in a region where there is a lack of alternatives, but this is in fact the case with Central Harlem. In general, approximately 55,000 students applied to public charter schools in NYC and only 11,700 were actually offered seats in charter schools.<sup>27</sup> Parents are clearly seeing a lack of alternatives in NYC. Further, of the 22 charter schools in upper Manhattan, one is a specialty school for students with autism and only six offer middle and high school while another four offer kindergarten through grade 12.<sup>28</sup> Finally, test scores on the NYSED ELA and math tests in CSD 5 are very low. Clearly, all the data indicates that CSD 5 needs more high quality, rigorous middle schools. It is the goal of the School to offer a quality education option that provides the leadership training, awareness of personal health, and academic rigor that is currently available only on a very limited scale in Central Harlem.

Demand for DMPCS is further evidenced by the parent signatures collected by the DMPCS planning team. Prior to the new charter law, DMPCS was planned as a NYC DOE charter school. As part of this process, one of the requirements was to produce the signatures of 100 parents who had children who would be in the 6<sup>th</sup> grade when the school opened. The Planning Team has these signatures which will be available to the State during the capacity interviews.

**Student Recruitment:** The school's student recruitment strategy is outlined in the Prospectus, and features the following: (1) distribution of mailings to parents of Harlem-based elementary schools; (2) presentations during parent organization meetings at Harlem-based public elementary schools; (3) flyers sent home with 5<sup>th</sup> grade students; (4) distribution of mailings to residents of CSD 5; (5) posted flyers and notices in Harlem-based newspapers, communities of faith, community centers, and apartment complexes; (6) presentations in CSD 5 public and private elementary schools; and (7) presentations at after-school programs and youth centers and visits to community-based organizations. All DMPCS materials will be presented in English, Spanish, and various African dialects to ensure that those families who are traditionally less informed about educational choice options have access to the materials

DMPCS will employ specific and targeted strategies to recruit students with disabilities and ELL students at a rate comparable to or greater than the number enrolled in CSD 5 schools. Recruitment efforts designed to interest special education students and their families include: (1) print advertisements that include specific information about DMPCS' Special Education program, (2) special open-house sessions held in the community geared towards parents of Special Education students, (3) one-on-one meetings with members of the staff with any parents of Special Education students who express interest in learning

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<sup>25</sup> From <https://www.nystart.gov/publicweb/District.do?county=NEWYORK&district=310500010000&year=2009> on April 20, 2010, page 8.

<sup>26</sup> From <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> on August 12, 2010.

<sup>27</sup> From <http://nyccharterschools.org/learn/news/press-releases> on August 12, 2010.

<sup>28</sup> From [http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf) on August 12, 2010.

more about how DMPCS can meet the particular needs of their child, and (4) outreach to all CSD 5 special education coordinators in the elementary schools to provide a description of the program. To reach students with ELL classifications, DMPCS staff will reach out to the all the ELL coordinators and teachers in Harlem-based elementary schools, as well as distributing marketing and outreach materials in areas of the district where individuals who do not speak English reside and congregate. The predominate groups are speakers of Spanish and several African dialects. DMPCS staff will reach out to the appropriate language-speaking community-based organizations and individuals working with or providing services to families that include ELLs.

**Lottery:** Applications for the lottery can be submitted year round and will be accepted for the upcoming school year up until the morning of April 1 of the prior school year. A lottery will be held on or around noon of April 1 each year. Once chartered, the school will adopt the policies, protocols and procedures developed by the NYSED and the Board of Regents as specified in the 2010 Revisions to the Charter Schools Act.

### **F. Community Involvement**

The idea to create DMPCS began as a grassroots movement at a meeting held on May 17, 2005, sponsored by the Central Harlem Inter-Agency Program (CHIPS) and the NYC DOE Region 10. Open to the community, the educational inequities and student performance gaps in District 5 were addressed and the ideas generated by the more than 250 middle and high school students, their parents and teachers became the basis for DMPCS. From discussions about how to resolve this inequity following this meeting, the Planning Team was formed with the sole purpose of developing a charter school which would address inequities found at the middle school level. The Planning Team's work was based largely on a thorough needs assessment and an analysis of educational and youth development needs in the Harlem community. The original charter was written in May 2010 for submission to CSI. It was at this time that the then staff from the NYC DOE Charter Office approached the members of the Planning Team and asked the Team to reconsider and submit the application through the NYC DOE, who was at that time an authorizer since high performing middle schools was a priority for both the Chancellor and Mayor. The Team then rewrote the application for submission through DOE, which is now (based on the new Charter Law) a submission through NYSED. Indeed, DMPCS has involved the community, both geographical and educational, in a comprehensive way from its earliest stages of development.

The community demographics were central in the development and design of DMPCS. The population of Central Harlem is 83% Black, 13% Latino/Hispanic, 4% Asian and 4% White. The majority of residents were born in the US with only 19% percent classified as foreign born as compared to 36% of NYC residents overall. Twenty-six percent of Central Harlem residents were aged 0-17 as compared to 24% NYC. Of the population that is 25 years of age or older, only 64.3% percent had achieved a high school diploma (as compared to 80% of all Americans), and only 12% of Central Harlem residents had received a bachelor's degree as compared to 24% of Americans overall. Similarly, only 53% of Central Harlem residents aged 16 and over were in the workforce as compared to 64% of similar age groups nationwide. As a result, the incomes of nearly 40% of the population in Central Harlem fell below the poverty level in 2006 as compared to 12% of the entire U.S. population.<sup>29</sup> The school design took these factors into consideration.

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<sup>29</sup>U.S. Census Bureau. 2006. *American Community Survey: American FactFinder*. [http://factfinder.census.gov/servlet/SAFFacts?\\_event=Search&geo\\_id=04000US36&\\_geoContext=01000US%7C04000US36&\\_street=&\\_county=&\\_cityTown=&\\_state=&\\_zip=10030&\\_lang=en&\\_sse=on&ActiveGeoDiv=geoSelect&\\_useEV=&\\_pctxt=fph&\\_pgsl=040&\\_submenuId=factsheet\\_1&\\_ds\\_name=ACS\\_2006\\_SAFF&\\_ci\\_nbr=null&\\_qr\\_name=null&\\_reg=null%3Anull&\\_keyword=&\\_industry=&\\_show\\_2003\\_tab=&\\_redirect=Y](http://factfinder.census.gov/servlet/SAFFacts?_event=Search&geo_id=04000US36&_geoContext=01000US%7C04000US36&_street=&_county=&_cityTown=&_state=&_zip=10030&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&_pctxt=fph&_pgsl=040&_submenuId=factsheet_1&_ds_name=ACS_2006_SAFF&_ci_nbr=null&_qr_name=null&_reg=null%3Anull&_keyword=&_industry=&_show_2003_tab=&_redirect=Y). U.S. Census Bureau. As viewed March 25, 2010.

As a school that has officially been in development as a NYC DOE school for almost a year (prior to the new charter law), DMPCS has had and will continue to have the support and assistance of the NYC DOE. In the Harlem community, members of the Board have already begun reaching out to Superintendent Gale Reese to begin discussion about the role of DMPCS in the district, particularly in light of the new requirements that best practices be shared. Further, DMPCS will work closely with the District on reporting necessary data on ATS, working with the local Committee on Special Education (as well as CSE's from other districts as necessary) and will of course take referrals from the District particularly in the areas of special education and English Language Learners.<sup>30</sup>

DMPCS has strong support in the community. Creating a community within the community is very important to DMPCS and the school itself will be based in an historical community institution at the James Varick Community Center. Some of those who have written letters of support include: The Honorable David Paterson, Reverend Al Sharpton, The Honorable David Dinkins and represent such institutions as CUNY, Columbia University, 100 Black Women, Harlem Hospital, among others. DMPCS has garnered a total of 24 letters of support from various community organizations. Finally, the DMPCS Planning Team presented this proposal to Community Board 10. As a result, Community Board 10 passed a resolution to support the Dr. Muriel Petioni Charter School. These letters and a copy of the resolution will be available for the State during the Capacity Interview.

### **III. FINANCIAL PLAN**

#### **A1. Budget**

**Start-Up Costs:** The start-up period will run from January 2012 through June 30, 2012, and costs during this period are minimal. The school will hire the School Leader, the DOC, and the School Secretary for the purpose of getting the school up and running, as well as overseeing the lottery process. James Varick Community Center is providing all space and equipment during this time and thus the only costs to the school are salaries and benefits for the full-time staff, along with costs for a consultant grant writer/fundraiser, minimal office expenses (including computers and furniture, legal/accounting fees, D&O and other insurance and costs related to recruitment of teachers and students. The total start-up budget is \$227,910. The Board of Trustees for James Varick Community Center will also donate \$225,000 in start-up funds to cover this period. As well, \$3,000 in accounting costs will be donated (see attached letters). Further, the school will immediately begin its fund raising efforts once chartered. The school will submit a proposal to the Walton Foundation immediately following the award of a charter as well as applying for CSP funds if available. Without these funds, the school still has a surplus of \$90 by the end of the start-up phase.

**Revenue:** The DMPCS start-up budget plan, first-year budget and the five-year budget plan presented in Attachment 17 are realistic and financially sound. The budgets reflect conservative assumptions on both the revenue and expense side. DMPCS has been able to attain commitments for significant in-kind contributions, along with a commitment of substantial financial support from the James Varick Community Center and is developing a comprehensive fundraising plan. With these financial commitments, the School is assured that it will be able to operate each year with a balanced budget in each of the five years of its first charter period.

- The School assumes a flat \$13,527 per pupil revenue from the District over the life of the charter.
- The School assumes it will receive the New York City DYCD Start-up Grant in year one of operations at the current levels of per pupil support for middle school grades.
- While the School assumes it will have a similar number of students designated as special needs based on the percentages in public schools in CSD 5 (approximately 11% of its students), DMPCS will

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<sup>30</sup> From Prospectus.

**Dr. Muriel Petioni Charter School  
Full Application Narrative**

assume for *revenue* budgeting purposes that 55% of all of its special education students will receive services for less than 20% of the day—a very conservative assumption. Although on the revenue side, the School assumes 55% of the special needs students will receive services for less than 20% of the day, on the expense side, the School assumes it will have special needs students requiring services *greater* than 20% of the day. Thus, expenses include a comprehensive special needs program including staffing, professional development and staff training for serving special needs students; and curriculum and instructional materials, etc. needed by students with special needs. The School does assume that it will receive the Federal IDEA funding it is entitled to for each Special Needs student.

- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books.
- The School assumes 80% of its students will be eligible for free- and reduced-priced lunch for Title I revenue purposes to mirror CSD 5.
- While the School will apply for all eligible Title funding under the Federal No Child Left Behind Consolidated Title, for budgeting purposes, the School is only assuming receipt of Title I. Based on the commitment letters provided, DMPCS has commitments for in-kind services, which impacts the school’s operating budget and will cover significant part of the deficit.
- There is full insurance coverage for all periods including start-up.

**Line Item Personnel:** The FTE assumptions over the course of the first six years is shown below.

<b>Position</b>	<b>Start-Up 1/11-6/11</b>	<b>FY 11-12 Year 1</b>	<b>FY 12-13 Year 2</b>	<b>FY 13-14 Year 3</b>	<b>FY 14-15 Year 4</b>	<b>FY 15-16 Year 5</b>
<b>Grades:</b>	<b>None</b>	<b>6</b>	<b>6-7</b>	<b>6-8</b>	<b>6-8</b>	<b>6-8</b>
<b>Administration</b>						
School Leader	1	1	1	1	1	1
Dir of Operations & Comp.	1	1	1	1	1	1
Assistant Principal						
Dir of Finance				1	1	1
Special Ed Coordinator				1	1	1
Dir. Of Curr/Instruction				1	1	1
Secretary, Ass’t, Finance	1	2	3	3	3	3
Nurse*		1	1	1	1	1
<b>Instruction</b>						
6 <sup>th</sup> Grade Classroom Teachers		6	6	6	6	6
MS Teachers (ELA, Math, Social Studies, Science)			4	8	8	8
Specialty Teachers (Art, Technology, Spanish, PE)		2	4	4	4	4
ELL Teacher				1	1	1
Special Education Teacher		1	1	2	2	2
Reading Specialist				1	1	1
Data Specialist/Technology		1	1	1	1	1
Social Worker		1	1	2	2	2
Guidance Counselor				1	1	1
Teaching Assistants		1	2	3	3	3
Reading/Social Studies Coach**		15 hr week X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks
Math/Science Coach**		15 hr week X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks	15 hr wk X 40 wks

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ELL Coach**		10 hr week X 40 wks	10 hr wk X 40 wks			
<b>Security &amp; Maintenance</b>						
Security Guard*		1	1	1	1	1
Custodians		1	1	1.5	1.5	1.5
<b>TOTAL</b>	3	19	27	40.5	40.5	40.5

\* This staff will be provided through contracts with DOE or NYS DOH.

\*\* This budget line is included under “Instructional Contractual” section of the budget.

DMPCS has proposed competitive salaries for all administrators and instructional staff. Salaries are expected to grow by 5% per year. The budget includes all costs of running the school including all academic purchases, textbooks, assessment program (including software), furniture for students and staff, computers, white boards for each room, utilities, major maintenance, and insurance among other daily costs.

**REVENUE LESS EXPENSES**

DMPCS is showing a balance budget each year of the charter, including the start-up phase. Further, DMPCS will begin raising money once chartered to ensure that the budget remains balanced. The plans are discussed in the Grants section. Below are the projected costs:

	<b>SY 2012-13</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>
Showing	\$213,025	\$18,959	\$121,665	\$49,470	\$58,862
Grants	\$70,000*	\$0	\$0	\$50,000	\$250,000***
Actual Final**	\$213,025	\$231,984	\$353,649	\$403,118	\$461,981

\*Already secured from AJS Accounting

\*\*Includes prior year carry over

\*\*\* \$100,000 already secured from the James Varrick Community Center

The assumptions are very conservative. The budget includes no fund raising revenue until year four of enrollment; James Varrick Community Center has agreed to donate \$100,000 to the school in year 5. No grant monies (including CSP and Walton) are included. The salaries are slightly above market rate, based on teachers with some experience. Further, the figures above assume 0% turn-over in staff, as well as the assumption that all staff will get an annual increase of 5%. Even without the fund raising efforts in years 4 (\$50,000) and 5 (\$250,000, \$100,000 already secured) the school still has a surplus of \$161,981 with no increase in the per pupil funding by the final year of the charter. With the fund raising efforts, the school has a surplus of \$461,981.

**GRANTS**

Even though not included in the budget, the Planning Team will immediately apply for both the Walton Family Foundation grant and the CSP monies (if available) once chartered, as well as any other monies as they become available and as applicable. It should be noted that Dr. Gregory Robeson Smith has raised millions of dollars for philanthropic endeavors throughout his career and will continue this for DMPCS.

The James Varrick Community Center will supply the \$225,000 for the start-up costs and an additional grant of \$100,000 in year 5. Further, AJS Accounting is providing all accounting services at the cost of \$70,000 for the first year. Commitment letters for both exist and will be available for review during the capacity interview.

The budget provides for the services of a grant writer/fundraiser to oversee the design and support the implementation of a comprehensive fundraising plan. The school will implement fundraising activities

each year, including a Naming Fundraiser. “Naming rights” for ten classrooms, the school library, the two science labs and the gym will be sold to donors. The cost for naming a room will be \$10,000 for the classrooms and up to \$25,000 for the labs, library, and gym. The resulting revenue for this project is estimated conservatively to be \$150,000. The process for identifying donors is already underway.

## **B. Financial Management**

**Financial Audit:** The School fully understands its obligations for an independent audit of its finances each year. To meet this requirement, an independent firm will be hired to audit the records of DMPCS each year according to generally accepted accounting principals (GAAP). Once required, the School is prepared to conduct an A-133 circular audit. This procedure is outlined in the Financial Policies below and costs are included (separate from AJS in-kind services) in the budget.

**Annual Report:** DMPCS understands the importance of transparency in terms of its financial obligations. To this end, the Annual Report will be presented to the Board of Trustees for approval then will be submitted to the NYSED, NYC DOE, and will be posted to the School’s website for general public review. This is included in the Financial Policies below.

**Insurance:** DMPCS understands the importance of full insurance coverage at all levels. This is included in the budget and insurance will be purchased once chartered and will cover the start-up period (January 1, 2012 through June 30, 2012) as well as the actual school year. This insurance will include full liability insurance to indemnify the school, the Board, staff and teachers against claims.

**Tracking:** The tracking of students will be the responsibility of the DOC, working with the School Leader, and this data will be reported at every Board meeting for review by members. The base tracking system is the NYC DOE’s ATS (Automate the Schools) system. ATS is the system which NYSED uses to download data for the purpose of calculating AYP under NCLB. ATS tracks lunch status, special education (DMPCS will also use the CAPS system specifically for special education students which is a subsystem of ATS), enrollment, attendance, NYSED testing results, ELL status among other variables including high school cohort groups, Regents scores, graduation status, metro card distribution, health and immunization, and guardianship among other variables.

The process for identification of special education and ELL students has been explained in detail in the Prospectus and will be identified on ATS. Attendance will be taken daily and scanned into ATS. Lunch status and immunization/health history will be gathered by the School Secretary at orientation and entered into ATS with oversight from the DOC. The school nurse will assist with the immunization reporting as needed. There are numerous reports generated by ATS and these will be used to ensure that the tracking of students is ongoing and all files are completed. This data will be combined with tracking data from the academic program (SunGard) for assessment of NCLB variables.

**Financial Policies:** The DOC will oversee the daily fiscal and accounting functions of the School and will report to the School Leader and the Board. In year 3, a Financial Officer will be hired and report to the DOC. The Board will have overall responsibility for the fiscal oversight. Prior to hiring the Financial Officer in Year 3, ASJ Accounting will provide all back office bookkeeping which will include setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems, as well as all other fiscal matters. ASJ will work closely with the DOC in establishing and implementing these policies at the school level, as well as to provide support to the DOC in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). AJS will also develop the School’s chart of accounts and implement an accounting software system. For auditing purposes, a second firm will be contracted to conduct an annual audit each year, including the A-133 when required. In year 3, the Financial Officer will be hired and take over all procedures. DMPCS has developed an initial internal financial controls policy and

procedure manual that dictates the policies and procedures related to the School's financial transactions and activities. It is important to note that prior to the School's opening, this manual will be reviewed by an independent accountant and may be revised based on the accountant's recommendations. The manual addresses the following particular areas:

### **Payroll**

**Policy:** The School shall maintain a payroll system approved by the Board.

**Procedure:** Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The School will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly, by direct deposit and will receive a check stub. Employee time sheets will be maintained daily. Each pay period, time sheets will be signed by the employee and approved by a supervisor, then forwarded to the DOC who will review them for accuracy before forwarding them to AJS for payroll processing. The DOC will receive all completed payroll reports and paychecks from the payroll service and will review the payroll reports and document approval. All payroll changes will be authorized by the School Leader and forwarded to the payroll service by AJS and will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party.

All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

### **Purchases**

**Policy:** Guiding the purchase of all DMPCS goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school.

**Procedure:** When a product is to be purchased that costs more than \$15,000, the DOC shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The product shall be selected from among these offers. The reasons for selecting the chosen option must be documented with the DOC. The Finance Committee of the Board shall provide final approval of the selection and present to the full Board for a vote. Professional service contracts in excess of \$15,000 per annum are also to be awarded in the same manner. In cases in which there are a very limited number of professionals who provide the needed service, the DOC will make every reasonable attempt to secure more than one bid and will document these efforts. All contractual agreements shall be in writing, and signed and dated by the School Leader or his or her designee and approved by the Board. The DOC will execute a *Purchase Order* for all purchases and it shall be approved by the full Board for purchases greater than \$10,000 and by the School Leader for purchases less than \$10,000.

### **Accounting and audit requirements**

**Policy:** Independent audits of the financial statements shall be conducted annually by a NYS CPA selected by the Board. Annual financial audits will be conducted in accordance with generally accepted auditing standards and government auditing standards. Financial regulatory forms shall be completed as necessary by DMPCS or an accounting firm selected by the Board.

**Procedure:** Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the DOC and submitted to the Board for review. All audits shall include a management letter. The Annual Report will be submitted to the NYSED, NYC DOE, and posted to the DMPCS website.

### **Cash management and investing**

The following areas from the Internal Financial Controls Policy relate to cash management and investing:

**Investment Policies**

*Policy:* The School’s funds shall be invested in money market funds, certificates of deposits and/or other reasonable and conservative investment instruments.

*Procedure:* The DOC, with the approval of the Board, shall identify excess funds available for investment, and approve the transfer of such funds.

**Borrowing Funds**

*Policy:* All borrowing of funds and the establishment or increase of all credit lines must be approved by the Board.

*Procedure:* Based on annual audits, financial statements, and cash flow projections, the School Leader may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The School Leader or DOC shall alert the Board if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.

**Petty Cash**

*Policy:* The School shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$250.00.

*Procedure:* The DOC shall reimburse employees for out-of-pocket expenses, not to exceed \$250, upon submission of a petty cash reimbursement voucher, approved by the School Leader, and substantiating receipts. The accounting firm shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund. The accounting firm will count and reconcile the petty cash fund to receipts weekly. Replenishment of the petty cash fund will be documented by the reconciliation along with a check prepared by the DOC through a check request signed by the School Leader. Under no circumstances will sales tax be reimbursed.

**Accounts Receivable**

*Policy:* The School will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

*Procedure:* All revenues will be recorded on an accrual basis in accordance with GAAP. The accounting firm will maintain an aged schedule of accounts receivable, which lists payer, date, description, and account and will reconcile such schedule to the general ledger on a monthly basis.

**Accounts Payable**

*Policy:* The School, whenever practical, shall pay bills within 60 days of their issue, unless a dispute arises. Bills of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both DMPCS and the vendor.

*Procedure:* All accounts payable shall be recorded on the accrual basis in accordance with GAAP. Accounts payable shall be maintained by the accounting firm who shall ensure timely payment and the development of payment plans. Further, s/he shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount and payable description and account. Payments of bills shall be processed on or about the end of each week. All purchases in excess of \$10,000 shall be approved by the Board. All bills will be approved by the School Leader prior to payment. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed and dated packing slips. Payments will be made from bills. If original bills are not available, copies will be requested. Payments will not be made based on statements. The Board shall approve all contracts and loans.

### **C. Facilities**

The James Varick Community Center, located at 151 West 136<sup>th</sup> Street in Harlem, will be the home of DMPCS. The Varick Center is a separate 501(c)3 and will finance all construction costs related to expansion and renovation of the Center for use by the school. Currently the building houses a day care center and offices, which will be relocated to another building owned by the Center to accommodate occupancy by the school. The school will consist of a basement to be used as a multi-purpose lunch/gym with an additional six stories above—three existing and two to be built—that will house classrooms and other instructional spaces, as well as offices for administrators and staff. Ehrenkrantz, Eckstut & Kuhn Architects have been retained to do this work. This Architect group, which has offices in New York, Washington, DC, Los Angeles and Shanghai, specializes in the design and construction of schools. Examples of the work of this group can be seen in schools throughout the country. In New York, PS 7 in Queens and PS 15 in the Bronx are examples of the work of the firm. Ehrenkrantz, Eckstut & Kuhn Architects recently completed the first entirely green building for the NYC DOE at PS 59, The Beekman Hill International School. The firm, having worked extensively on school-related projects in NYC, is fully aware of all relevant local, state and federal regulations, and all renovations will conform to applicable health, safety, and occupancy requirements.

All plans related to the renovation have been developed, and the work will be done in stages. The framework and heavy foundation building will be done prior to students attending. Following this, the interior work will be completed year-by-year as the school continues to grow without disruption to the academic program. During year 1, there will be a media center, nurse's office, teacher lounge, storage, gym/cafeteria, locker space, kitchen, lobby/entry, two administrative offices and six classrooms. In year 2 the school grows by six additional classrooms, a counseling suite, and an art room. In year three four additional classrooms are added. In year four, there is a science lab, music room, and four additional classrooms.

The costs of construction will be carried by the James Varick Community Center. DMPCS will pay \$33 per square foot, which based on a comparability study of the surrounding area conducted by Harlem Congregations for Community Improvement (HCCI) is compatible with the neighborhood. HCCD, a major developer and real estate institution in Harlem, showed that St. Luke's Hospital is leasing space for community-based doctors' offices at 147<sup>th</sup> and Frederick Douglass Blvd at \$35 per square foot. Naxos Cleaners, commercial space located at 2785 Frederick Douglass Blvd, is paying \$35.77 per square foot. BOT Harlem Medical is leasing commercial space for medical offices at 2730 Frederick Douglas Blvd for \$38.63 per square foot. These prices were confirmed by a second broker at Webb & Brooker. The school will be paying below market rate for newly renovated space in the neighborhood.

### **D. Transportation**

The NYCDOE is responsible for providing transportation services to the School's students. DMPCS 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 the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). The school will adhere to all Metro Card eligibility, distribution, and safe keeping procedures under the Chancellor's Regulation A-801, following the guidelines as outlined in the OPT Manual.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which

they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents.

The school, located in Harlem, is centrally located to all mass transit. The 1 train (accessible from many other trains) stops within a block of the school while the A, B, C, and D trains stop within ½ a mile of the school or students can transfer to the M11 bus for the 10 block ride. Further, there are a number of buses that also serve this area including the M1, M4, M5, and M11, along with one Express Bus serving other boroughs. All these lines can be accessed throughout the four boroughs and can also be accessed by the Staten Island Ferry. Private school and public school students have the same Metro Card options as students at DMPCS.

#### **E. Food Service**

Breakfast and lunch will be provided by the NYC Department of Education's School Meals Program. Breakfast is free and lunch is \$1.50 and all students will have access to both meals. During the start-up phase, the School Secretary will work with staff from the School Meals Program to ensure that there is a schedule for delivering the food to DMPCS. The School will have both a kitchen for storage of the delivered food as well as a cafeteria. At least two staff will be trained in Food Safety through the NYC DOE's School Food HAACP Program in order to distribute the meals and snacks. More staff will be trained as the number of students grows.

To determine each student's free and reduced lunch status (the status can be carried over from the prior school year as per Chancellor's Regulation A-810 II.D), parents will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for parents to access the new Online School Meals Application directly. For those families who chose to complete the paper form, this will be scanned into the school's database through ATS. From this data students will receive either a free lunch, half-fare lunch, or will be asked to pay the full price based on income requirements. No student will be denied lunch due to lack of funds regardless of their free and reduced lunch status.

Due to the extended day at DMPCS, an afternoon snack will be provided through the NYC DOE's After School Hours Programs. DMPCS is fully expecting to have more than 50% of their students eligible for free and/or reduced lunch; therefore, according to the School Meals Program, all students are eligible for a free snack. The number of students receiving snacks will be reported weekly on the Report of Meals Served (MIE-1) form.

#### **F. Insurance**

During the preparation of this proposal it was discovered that insurance brokers are not willing to submit estimates for facilities that are not yet scheduled for operation for organizations that do not yet exist. After contacting several brokers and receiving the same feedback, Summit Coverages in Brooklyn was willing to give us a rough verbal estimate of \$25,000. Further, our contact at Summit explained that of course as Brokers they would provide a bundled policy but in order to get the insurance that best fits the needs of the school, separate applications must initially be completed in each of the areas listed in the Charter Application. Further, determining the excess liability or umbrella costs will be an extensive conversation based on the needs of the school and the community and other variables such as the type of community work students do, what other evening programs are run out of the building, and if there are sports programs. Also, the surety bond for the financial officer will be based on the school's final budget. Therefore, insurance costs are included in the budget at \$25,000 for the first year and growing as the school grows. Included in any insurance will be, as requested in the application: Directors' and Officers' Liability, Commercial General Comprehensive Liability, Educators' Legal Liability, Employment Practices Liability, Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits), Automobile Liability, Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices

liability, automobile liability, and sexual abuse liability), Workers Compensation Liability and a Surety bond for the school’s chief financial officer in an amount to be determined based on the cash flow of the school. Once chartered, the Trustees will begin the process of identifying insurance that provides full coverage to the school. The policy will of course be made available to both the NYSED and the NYC DOE for review and the school will not begin operation until all the appropriate insurance policies are effective.

Currently leasing the building to a Day Care Center funded by various city agencies within NYC, the Trustees of James Varick Center are well aware of the importance and type of insurance that must be in place prior to the opening of the school. The James Varick Board will be ensuring that appropriate insurance is in place through the lease which will clearly spell out the school’s responsibility to obtain full insurance coverage needed to run a school.

**G. Pre-Opening Plan**

Below is a Gantt Chart visually outlining a thumbnail sketch of the pre-opening plan for the school. This chart is organized based on groups of tasks. Following the chart is a more detailed description of each of the tasks.

**Timeline January 2012 – August 2012**

**Note: SL = School Leader; BoT = Board of Trustees; DOC = Director of Operations & Compliance**

Tasks	January	February	March	April	May	June	July	August	Responsible Party
<b><i>Hire Staff</i></b>									
1. Hire DOC and Secretary	←								Trustees for SL; SL for DOC & Secretary
2. Intensive marketing for remaining staff									SL, DOC, BoT
2. Hire remaining staff									SL & DOC
<b><i>Outreach, Lottery, Enrollment</i></b>									
3. Student/Family Outreach	←								BoT, SL, & DOC
4. Student Lottery									SL, DOE, & BoT
5. Acceptance Packages sent to families									Secretary & SL
6. Collect paperwork for new students									Secretary & DOC
7. Request records for students new to the DOE public school system									Secretary, DOC, & SL when necessary
8. Submit student application info to NYC DOE (& NYSED if required)									DOC & Secretary
<b><i>Facilities, Furniture, Equipment, Supplies</i></b>									
9. Construction of the DMPCS sight	←								Varick BoT, DMPCS BoT
10. Delivery of all administrative furniture,									SL & DOC

**Dr. Muriel Petioni Charter School  
Full Application Narrative**

fixtures, and equipment									
11. Phone, electric, gas, & other utility services									Secretary & DOC
12. Order & Accept delivery of special equipment (fireproof locked cabinet, etc.)									Secretary
Obtain Certificate of Occupancy									DOC & BoT
13. Provision classroom and educational space with furniture, fixtures, equipment									DOC, Secretary, Architect
14. Set up classrooms									DOC, SL, Secretary, parent/student volunteers
<b><i>Services Compliance, Educational Materials and Compliance</i></b>									
15. Communicate with Office of Pupil Trans (OPT), submit required info & notify parents of issuance of student Metrocards								→	Secretary
16. Communicate with Office of School Food, submit required information								→	Secretary
17. CPR Training & purchase required defibrillators									DOC & School Nurse once hired
18. Develop and finalize accountability plan									SL, DOC, & NYSED
19. Finalize text choices and all aspects of educational program									SL supported by the Ed. Accountability Committee of BoT
20. Order & accept delivery of all instructional materials									SL & DOC
21. Order NYSED 6 <sup>th</sup> grade tests									Secretary & DOC
<b><i>Fiscal, Policies &amp; Procedures</i></b>									
22. Obtain 501(c)(3) Status for School	←								Started BoT, SL, finalized DOC
23. Refine & adopt internal financial controls policies & procedures									DMPCS BoT, AJS, DOC
24. Develop, implement fund raising plan and apply for grants from Walton, DYCD, CSP, among others	←							→	Grant Writer, SL, overseen by BoT
25. Secure independent CPA for audit purposes								→	DMPCS BoT
26. Establish all relevant financial systems									AJS & DOC

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27. Establish and adopt all policies and procedures									SL, DOC, BoT, parents
28. Submit unaudited revenue/expense statements to NYSED (& DOE if required)									AJS, DOC, & DMPCS BoT
<b><i>Professional Development and School Opening</i></b>									
29. Develop agenda and hire consultant for pre-training									SL and Ed. Accountability Committee of BoT
30. PD for staff (2-week training institute)									Outside Consultants & Coaches
31. Develop Performance Based Incentive Plan									SL with input of Teachers; BoT approved
32. Orientation of new students and their parents									All Staff
33. First Parent Association Meeting									Parents with support of SL & DOC
<b>SCHOOL STARTS</b>								→	All staff, parents, students, BoT, Interested Community Members

**Explanation of Pre-Opening Tasks.** The following is a more in-depth description of the items in the table above.

**Staff Hiring:** The Trustees have already identified a School Leader who will begin work on January 2012 if the school is chartered. The school leader will in turn hire the Director of Operations and Compliance (DOT) with input from the Board and will hire the school secretary. Outreach and marketing for teachers and the remaining staff will begin immediately and all remaining staff will be hired by August 1, 2012.

**Outreach, Lottery, Enrollment:** Outreach to parents, students, and the community will begin immediately after chartering and will continue up until the lottery closes on April 1 at 9 a.m. If there are not enough students (based on the plan develop and described earlier to track lottery application, this is not expected to happen) to fill all 150 seats, outreach and marketing to the community will continue passed this date. The secretary with support of the DOC will be responsible for this tracking. The lottery itself will be held on April 1 at or around 12 p.m. Families of all students selected for a seat will receive acceptance packages which will include information about orientation and important school dates as well as all the required paperwork necessary for enrollment. This paperwork will include: student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. For those students not on ATS (students new to NYC), their records will be requested from their prior schools. The secretary will have all students enrolled on ATS by the July deadline. DMPCS will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required.

**Facilities, Furniture, Equipment, Supplies:** These tasks involve all those activities needed to prepare the physical plant for students. This includes the construction of the building itself which will start

immediately following the chartering of the school. The architect plans are complete and we are just awaiting approval to start. Also included in this group of tasks is the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September. This includes the ordering of the fireproof safe for testing materials, the fireproof locked cabinet for IEP records, as well as getting all utilities turned on in the school's name. All wiring for technology and kitchen equipment will be ordered and installed by the architect during renovations. The leadership will begin as soon as possible on attaining the COO since these are difficult to get in a timely fashion in NYC. Everything should be in place for students by August 2012.

***Services Compliance, Educational Materials and Compliance:*** These tasks encompass all those items necessary for the school to ensure safety. Metrocards and food for students will be available for the first day of school, staff will be trained on CPR, and all education materials will be finalized and ordered in time for a July delivery. This includes ordering the NYSED 6<sup>th</sup> grade tests needed for the spring 2013 semester. Finally, the school leader and DOC, working with NYSED will develop the Accountability Plan for the school.

***Fiscal, Policies & Procedures:*** Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. Following this the development plan will be implemented. During this time, all policies and procedures will be refined or developed and adopted by the Trustees. These policies and procedures include, but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. During the school year, the school leader and DOC will work with parents on developing the necessary Title documents. The unaudited revenue/expense statements will be submitted by the August 31 deadline.

***Professional Development and School Opening:*** Under this category is included all those activities necessary for the school to open its doors including the two-week DMPCS staff training institute which will take place in August. During this time there will be an intensive orientation to the philosophy and structure of DMPCS, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. It will be impressed upon staff at this time that the DMPCS is a collaborative, community organization and as such must have clear outlines for expected behaviors and results. Staff will also receive professional development in various areas including the SunGard suite of software services, Scantron, expected assessment program, appropriate use of prep times, expected use of common planning times, as well as classroom techniques in the areas of classroom management, differentiated instruction, and curriculum.

The orientation of students and parents will also stress the importance of expected behavior and outcomes. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. During this time parents will have their first Parent's Association.

Again, the Planning Team of Dr. Muriel Petioni Charter School would like to thank the members of this committee for taking the time to review our application.

**JAMES VARICK COMMUNITY CENTER, INC.**

151 West 136<sup>th</sup> Street  
New York, New York 10030  
212 368 5100

15 March 2011

Dr. Conrad Graves, Chairperson  
The Dr. Muriel Petioni Charter School  
Planning Team



RE: DMPC Pre-Opening Operating Budget:

Dear Dr. Graves:

The James Varick Community Center, Inc. will be pleased to provide to the Muriel Petioni Charter School upon its successful awarding of its Charter Two hundred and twenty five thousand dollars (\$225,000) to assist in its pre start up.

The Mission of the James Varick Community Center is to provide quality services in the surrounding Harlem Communities and five boroughs of New York City. Our trained and qualified staff will provide children with a safe and educational environment that will promote growth and development. Our philosophy is to nurture the development of the whole child to their fullest potential. This is achieved through collaborative commitment and continuous professional growth. We believe that all children can learn; that all children learn something every day and that our program can effectively educate all children we encounter.

We wish you the best of luck .

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory Robeson Smith".

Dr. Gregory Robeson Smith

**Dr. Muriel Petioni Charter School**

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**Attachment 1: Roster of Key Contacts**

<b>Name</b>	<b>Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)</b>
<b>Conrad Graves, Ph.D., A.C.S.W.</b>	Founding Member/Proposed Board Member
<b>Virginia Montague</b>	Founding Member/Proposed Board Member
<b>Belinda Amoaka, Ph.D. (ABD)</b>	Founding Member/Proposed Board Member
<b>Kordai DeCoteau, DMP</b>	Founding Member/Proposed Board Member
<b>Selvin Osbourne, MPA</b>	Founding Member/Proposed Board Member
<b>Brenda Galloway Smith, Ed.D.</b>	Founding Member/Proposed Board Member
<b>Dr. Gregory Robeson Smith</b>	Founding Member/Proposed Board Member

**Attachment 2: Certification Statement**

Proposed Charter School Name: Dr. Muriel Petioni Charter School

Proposed School Location (District): NYC CSD #5

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

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

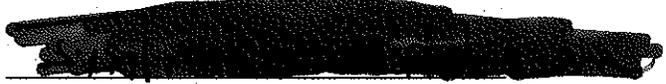
Signature of Lead Applicant/Authorized Person:  Date 3/28/11

(Please label the copy that has original signatures)

Print/Type Name: Virginia Montague

Address:  NY 1037

Daytime Phone: 212-283-0294

Email: 

**ATTACHMENT 3: SAMPLE DAILY SCHEDULE**

**Grade 6 Schedules**

Below is an example of a 6<sup>th</sup> sample schedule from a student perspective followed by a teacher perspective. Schedules for all students in grade 6 through 8 adhere to NYSED Part 100 Regulations, specifically Part 100.4—Program Requirements for Grades Five through Eight. Below are examples of one semester of offerings.

**6<sup>th</sup> Grade Daily and Weekly Schedule—Student**

<b>Time</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
7:50am – 8:10am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10am – 8:40am	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)	Advisories (FACS/CDOS)
8:45am – 10:10 am	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing
10:10am – 11:35am	Math	Math	Math	Math	Math
11:35am – 12:25am	Lunch	Lunch	Lunch	Lunch	Lunch
12:25pm – 1:55pm	Social Studies/Art	Social Studies/Art	Social Studies/Art	Social Studies/Art	Social Studies/Art
1:55pm – 3:20 pm	Science	Science	Science	Science	Science
3:20pm – 3:30pm	Snack	Snack	Snack	Snack	Snack
3:30pm – 4:30pm	Physical Ed	Health	Physical Ed	Community Meeting / Values Assembly/Guest	Physical Ed
4:35pm – 5:00pm	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)	Advisories / (FACS/CDOS)
5:00pm	Enrichment & Homework Help	Enrichment & Homework Help			
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

In the 6<sup>th</sup> grade technology will be integrated into each of the four core classes.

### Grades 7 and 8 Schedules

The following are the examples of schedules for grades 7 and 8. This schedule is for a semester. Students will continue in ELA, Math, Science, and Social Studies in each semester but the scheduling for art, foreign language, career development, and family and consumer sciences will change from semester to semester to ensure that students meet all requirements for completing middle school.

#### **Group 1 Daily and Weekly Schedule—Student**

<b>Time</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
7:50am – 8:10am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:10am – 8:40am	Advisories	Advisories	Advisories	Advisories	Advisories
8:45am – 9:55am	ELA	ELA	ELA	ELA	ELA
10:00am – 11:10am	Math	Math	Math	Math	Math
11:10am – 11:25am	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack
11:25am – 12:35pm	Science	Science	Science	Science	Science
12:35pm – 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:05pm – 2:15pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:20pm – 3:20pm	Arts	Spanish	Tech/Library & Information Skills	Health	Foreign Language
3:20pm – 3:30pm	Snack	Snack	Snack	Snack	Snack
3:30pm – 4:30pm	Physical Ed	PBL / Career Dev / Family & Cons. Sciences	Physical Ed (teacher planning)	Community Meeting / Values Assembly/Guest	Physical Ed
4:35pm – 5:00pm	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections	Advisories / Reflections & Connections
5:00pm	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help	Enrichment & Homework Help
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### **ATTACHMENT 4 – PROPOSED ANNUAL CALENDAR**

DMPCS plans for an extended school year of 200 days for students. Teachers will report for work in mid-August for a two week in-service training. Students will follow the New York City Department of Education’s school year calendar with students starting school after Labor Day and commencing in late June. Students will then return on the first Monday following the 4<sup>th</sup> of July for another 4-week period of school (approximately 20 days). During the school year there will be approximately 10 ¼-day staff development days planned for Friday afternoon sessions so as to minimize the overlap of instructional days for students.

**2012-2013 Dr. Muriel Petioni Charter School Academy School Year Calendar-**Students of DMPCS will attend class for a total of 200 school days. Adjustments will be made to coincide with the NYC-DOE calendar that is available in May of each year.

Monday, August 20, 2012	First Day for Teachers	Friday, January 24, 2013	1/3 day staff development
August 15-30, 2012	Professional Development	Friday, February 14, 2013	1/3 day staff development
Tuesday, September 4, 2012	First Day for Students	February 18-22, 2013	Mid-Winter Recess
September 17-18, 2011	Rosh Hashanah	Friday, March 21, 2013	1/3 day staff development
Friday, September 21, 2012	1/3 day staff development	March 25-April 1, 2013	Spring Recess/Easter/Passover
Monday, October 8, 2012	Columbus Day	Friday, April 18, 2013	1/3 day staff development
Friday, October 19, 2012	1/3 day staff development	Friday, May 16, 2013	1/3 day staff development
Tuesday, November 6, 2012	Election Day	Monday, May 27, 2013	Memorial Day
Monday, November 12, 2012	Veteran’s Day	Friday, June 24, 2013	Last day of school year
Friday, November 16, 2012	1/3 day staff development	June 25-July 7, 2013	Recess
November 22-23, 2012	Thanksgiving Day Recess	Monday, July 8, 2013	First day of school
Friday, December 21, 2012	1/3 day staff development	Friday, August 2, 2013	Last day of school
December 24-Jan 2, 2013	Christmas/New Year Recess	August 3-11, 2013	Vacation
Wednesday, January 3, 2013	Classes Begin	August 19-30, 2013	Professional Development
Monday, January 21, 2013	Martin Luther Kind, Jr. Day	September 3, 2013	First Day for Students

**Attachment 5**

**DR. MURIEL PETIONI CHARTER SCHOOL BY LAWS  
ARTICLE I**

**ORGANIZATION AND PURPOSE**

- 1.1 NAME.** The name of the corporation is Dr. Muriel Petioni Charter School (the “**Corporation**”).
- 1.2 LEGAL ORGANIZATION.** The Corporation is a non-stock, not-for-profit education corporation, incorporated as an education corporation pursuant to Section 2853 of the NYS Charter Law.
- 1.3 MEMBERS.** The Corporation shall have no members.
- 1.4 GENERAL PURPOSES.** The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter (“**Section 501 (c)(3)**”), including, but not limited to:
- 1.4.1** operating a public charter school (the “**Charter School**”) in New York, New York pursuant to the Company’s charter agreement (the “**Charter**”);
  - 1.4.2** exercising all rights and powers conferred by the laws of the State of New York upon not for-profit education corporations and consistent with the Constitution of the State of New York and the Charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and
  - 1.4.3** engaging in any other activity that is incidental to, connected with or in advancement of, the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3).

**ARTICLE II  
OFFICES**

- 2.1 PRINCIPAL PLACE OF BUSINESS.** The principal place of business of the Corporation shall be 151 West 136<sup>th</sup> Street, New York, NY 10030 or at such other place as the Board may select by resolution or amendment of these Bylaws.
- 2.2 REGISTERED OFFICE AND AGENT.** The Corporation shall maintain a registered office in the State of New York and a registered agent whose office is the Corporation’s registered office.

**ARTICLE III  
BOARD OF TRUSTEES**

- 3.1 POWERS.** The Board of Trustees (the “**Board**”) shall conduct and direct the affairs of the Corporation and exercise all such powers as may be exercised by the Corporation, subject to all applicable laws, the 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.
- 3.1.1** Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have the following specific powers:
    - (A) To elect and remove Trustees;
    - (B) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
    - (C) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
    - (D) To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
    - (E) To carry on the business of operating the School and apply any surplus that results from the

- business activity to any activity in which the School may engage;
- (F) To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
  - (G) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
  - (H) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;
  - (I) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws

**3.2 NUMBER.** The number of Trustees shall be not fewer than 7 and shall not exceed 15. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or by amendment of the Bylaws, making every effort to ensure that there are at all times an odd number of Trustees.

**3.3 COMPOSITION.** The Board of Trustees shall be composed of individuals of high moral character who are leaders in the School's community. At least one Trustee shall be a parent of a student currently enrolled in the School. Each Trustee shall be at least eighteen (18) years of age.

**3.4 ELECTION.**

**3.4.1 ELECTION.** The initial Trustees shall be the persons named in the Charter and they shall serve until the earliest of (A) the annual meeting of the Board held during 2011, (B) their resignation or (C) their removal from office pursuant to Section 3.5. 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.

**3.4.2 ELIGIBILITY.** The Board may elect any person who is at least 18 years of age and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively, subject to the provisions of the Charter Schools Act and the General Municipal Law.

**3.4.3 INTERESTED PERSONS.** Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law, son-in-law or domestic partner of any such person.

**3.5 TERM OF OFFICE.**

**3.5.1 CLASSES.** The Trustees shall be divided into three classes for the purpose of staggering the terms of office. Such classes shall be as nearly equal in number as possible.

**3.5.2 TERMS OF OFFICE.** At the annual meeting of the Board held during 2011, (a) one class of Trustees shall be initially elected for a term expiring at the annual meeting of the Board to be held during 2012, (b) another class shall initially be elected for a term expiring at the annual meeting of the Board to be held during 2013, and (c) another class shall initially be elected for a term expiring at the annual meeting of the Board to be held during 2014. Members of each class shall hold office until their successors are elected and qualified. At each succeeding annual meeting of the Board, the successors of the class of Trustees of the Board whose term expires at that meeting shall be elected, in

accordance with these Bylaws, to hold office for a term expiring at the annual meeting held during the third year following the year of their election, except the term of any Trustee who is elected in his or her capacity as a parent of a child enrolled in the Charter School shall be one year. All Trustees are eligible for unlimited reelection, except that the Parent Trustee will be eligible for re-election only while he or she is a parent of a child enrolled in the Charter School.

**3.5.3 VACANCIES.** The term of office of a Trustee elected to fill a vacancy on the Board shall begin on the date of the Trustee's election and shall continue: (A) 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 (B) for the term specified by the Board in the case of a vacancy resulting from an increase of the number of Trustees authorized. The Board may appoint additional Trustees at any time, subject to approval by the Charter authorizer, and shall apportion such additional Trustees to each class so as to make all three classes as nearly equal in number as possible. Each additional Trustee shall have an initial term equal to the remaining term of the other Trustees of the same class.

**3.6 REMOVAL OF TRUSTEES.** The Board may, by vote of a majority of the Board, remove a Trustee in accordance with the notice and voting procedures in Education Law subdivision 226 8).

**3.7 RESIGNATION.** A Trustee may resign by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of a Trustee. If a Trustee fails to attend four (4) consecutive meetings with no explanation and said Trustee fails to respond to a written request for his or her resignation, sent to the Trustee's last known address, the Trustee shall be deemed to have resigned.

**3.8 COMPENSATION.** Trustees shall serve without compensation; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

#### **ARTICLE IV**

#### **MEETINGS OF THE BOARD OF TRUSTEES**

**4.1 PLACE.** Board meetings shall be held at the School.

**4.2 MEETINGS.** Board meetings shall be held in compliance with Article 7 of the New York Public Officers Law (the "**Open Meetings Law**").

**4.2.1 ANNUAL MEETING.** The annual meeting of the Board shall be held each year in the month of June at a date, time and place fixed by the Board for the purpose of electing Trustees and officers and for the transaction of any other business as may properly come before the meeting.

**4.2.2 REGULAR MEETINGS.** A minimum of twelve (12) regular meetings shall be held during each year on dates to be determined by the Board.

**4.2.3 SPECIAL MEETINGS.** Special meetings may be held at any time called by any Chairperson or by any Trustee upon written request of at least one quarter of the Trustees.

**4.3 NOTICE OF MEETINGS.**

**4.3.1 ANNUAL AND REGULAR MEETINGS.** If the date, time and place of the annual and regular meetings are fixed by the Bylaws or by the Board, no notice to the Trustees shall be required. In the absence of such fixed dates, times and place, notice of each meeting and an agenda for same shall be given to each Trustee by personal delivery, fax, electronic or regular mail at least 72 hours before the day of the meeting.

**4.3.2 SPECIAL MEETINGS.** Notice of special meetings may be given in the manner and in the time specified for regular meetings, provided, however, that notice of special meetings requiring prompt action be given by telephone, confirmed in writing by personal or overnight delivery, fax, or e-mail, at least 24 hours before the meeting.

**4.3.3 WAIVER OF NOTICE.** Notice of a meeting need not be given to a Trustee who signs a

waiver of notice or written consent or approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protest of the lack of notice prior to the meeting or at its commencement. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**4.3.4 PUBLIC NOTICE.** Public notice of meetings shall be given in accordance with the Open Meetings Law.

**4.4 MINUTES.** The minutes taken at all open meetings shall include a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the results of the vote and shall be made available to the public within two weeks from the date of such meeting. The minutes taken at executive sessions shall include any action taken by formal vote and provide a summary of the final determination of such action, provided, that such minutes need not include any matter which is not required to be made public by the Open Meetings Law. The minutes of executive sessions shall be made available to the public within one week from the date of the meeting at which such session occurred.

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

#### **ARTICLE V**

##### **ACTIONS OF THE BOARD**

**5.1 QUORUM.** A majority of the entire Board shall constitute a quorum for the transaction of business or of any specified item of business.

**5.2 VOTING.** Except as otherwise provided by these Bylaws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

**5.2.1 PARTICIPATION BY OTHER MEANS.** One or more Trustees may participate in a meeting of the Board or a committee of the Board by means of conference telephone, video-conferencing or similar communications equipment allowing all persons in the meeting to hear each other at the same time; provided, however, that participation by such means shall not constitute presence at the meeting for purposes of a quorum or vote except as permitted by the Open Meetings Law. Video-conferencing may constitute attendance and the Trustee may have a vote if the location of the video-conference is accessible to the public and is advertised according to the Open Meetings law.

**5.2.2 MATTERS EXEMPT FROM OPEN MEETINGS LAW.** The Board may act on the following matters in a meeting closed to the public: (A) judicial or quasi-judicial proceedings; and (B) any matter made confidential by state or federal law.

**5.3 EXECUTIVE SESSION.** Notwithstanding any other sections of these Bylaws, upon a vote of a majority of the entire Board in an open meeting, on a motion that identifies the general subject or subjects to be considered, the Board may conduct a meeting in executive session for the following reasons:

**5.3.1** matters which would imperil public safety if disclosed;

**5.3.2** any matter which may disclose the identity of a law enforcement agent or informer;

**5.3.3** information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

**5.3.4** discussions regarding proposed, pending or current litigation;

**5.3.5** collective bargaining negotiations;

**5.3.6** the medical, financial, credit or employment history of a particular person or corporation or matters pertaining to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;

**5.3.7** the preparation, grading or administration of examinations;

**5.3.8** the proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, but only when publicity would substantially affect the value

thereof; and

**5.3.9** discussions regarding specific students or parents that would violate privacy laws.

**5.4 COMMITTEES.** The Board may create committees for any purpose and any Chairperson shall appoint members to and designate the chairs of such committees, except as otherwise provided in these Bylaws. Non-board members may serve on committees as non-voting, ex officio members, provided that a committee shall consist of no fewer than three Trustees, one of whom shall be appointed chair of such committee, and that the Executive Committee shall have no fewer than five Trustees. Committee members shall serve at the pleasure of the Chairpersons.

**5.4.1 STANDING COMMITTEES.** The Board shall have the following standing committees with the following duties and any such additional duties and responsibilities as may be delegated by the Board from time to time:

- (A) The Executive Committee, chaired by the Chairperson, shall include the Treasurer, the Secretary, and the chair of the Educational Accountability Committee. The Executive Committee shall have oversight of all matters requiring immediate attention or urgent action, as well as day-to-day matters, all personnel matters (including compensation and evaluation of the school leader) and matters of school discipline.
- (B) The Finance Committee, chaired by the Treasurer, shall have oversight of the budget and cash management, as well as vested with the responsibility of securing general and special purpose contributions to the School.
- (C) The Educational Accountability Committee, which shall have oversight of all policies and procedures related to teaching and learning (i.e., curriculum, instruction, assessment, staff recruitment and development), as well as review of the School's various educational documents (i.e., Annual Report to NYSED, Title Reports, quarterly student outcome reports to the Board, as well as any other reports required). The School Leader shall serve on the Committee.
- (D) The Facilities Committee, which shall be vested with the responsibility for the ongoing renovations as the school expands. At least one member of the Finance Committee will serve on the Facilities Committee.

**5.4.2 AD HOC COMMITTEES.** Other ad hoc committees may be convened as necessitated by circumstances (e.g., a Charter Renewal Committee).

**5.4.3 AUTHORITY.** Any Chairperson may delegate to a Board 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 of the Board; (C) the adoption, amendment or repeal of any Bylaws; (D) the appointment of other committees of the Board or members thereof; and (E) any other matter covered under Section 712 of the New York Not-For-Profit Corporation Law.

**5.4.4 MINUTES.** Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the Secretary.

**5.5 TRUSTEE RESPONSIBILITIES.**

**5.5.1 STANDARD OF CARE.** Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

**5.5.2 RELIANCE.** 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, prepared or provided by: (A) officers and employees of the

Corporation whom the Trustee believes to be competent in the matters presented; (B) legal counsel, public accountants and other persons as to matters that the Trustee believes are within that person's professional or expert competence; and (C) a duly constituted Board committee on which that Trustee does not serve as to matters within the authority of that committee.

**5.5.3 RIGHT OF INSPECTION.** Every Trustee shall have the right to inspect and copy any and 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.

**5.5.4 PARTICIPATION.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be required to abstain from the final discussion and the vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) indemnification of that Trustee uniquely; (C) in the case of the Director or Co-Directors of the Corporation, such person's evaluation and compensation; or (D) any other matter at the discretion of a majority of the Trustees then present.

#### **ARTICLE VI**

##### **ADVISORY COUNCIL**

**6.1 COMPOSITION AND PURPOSE.** A Chairperson may appoint, with the approval of the Board, an Advisory Council to promote the objectives of the Corporation, further its purposes, and advise the Board concerning the general policies applicable to, and the progress of the work of, the Corporation.

#### **ARTICLE VII**

##### **OFFICERS**

**7.1 OFFICERS.** The officers of the Corporation shall be a Chairperson, Vice Chairperson, Secretary and Treasurer, and such other officers as the Board may from time to time appoint.

**7.1.1 Chairperson.** The Chairperson shall preside at all meetings of the Board and shall have general charge and supervision of the administration of the affairs and business of the Corporation. Any Chairperson shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board, to execute and deliver other documents and instruments and exercise such other powers and perform such other duties as the Board may from time to time prescribe.

**7.1.2 Vice Chairperson.** The Vice Chairperson, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of the Chairperson. The Vice Chairperson may have such powers and perform such duties as may be delegated to him or her by the Chairperson or prescribed by the Board.

**7.1.3 Secretary.** The Secretary shall be responsible for the maintenance of the minutes of all meetings of the Board and Board committees, serve or cause to be served all notices, be the custodian of all records other than financial records, and perform all other duties incident to the office of the Secretary and such other duties as may from time to time be assigned by the Board. In the event of absence or disability of the Secretary, any Chairperson may appoint a Trustee to serve as a temporary Secretary for one or more meetings, or the Board may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

**7.1.4 Treasurer.** The Treasurer shall: a) keep, or cause to be kept, complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit all moneys and other valuable effects of the Corporation in such banks or depositories as the Board may designate; b) keep, or cause to be kept, proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board; c) submit a report

of the accounts and financial condition of the Corporation at each annual meeting; and d) perform all duties incident to the office of Treasurer and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Treasurer shall give such security for the faithful performance of his or her duties as the Board may require.

**7.2 ELECTION AND TERM.** All officers shall be elected by the Board at the annual meeting and shall serve for terms of up to three years. Each officer shall continue in office until his or her successor shall have been elected or until his or her death, resignation or removal.

**7.3 RESIGNATION AND REMOVAL.** Any officer may resign by giving written notice of resignation to the Executive Committee and the Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board then in office and the resulting vacancy shall be filled for the unexpired term by a majority vote of the Board.

**7.4 COMPENSATION.** Persons serving as officers shall not receive any salary or compensation for their services as officers. An officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as an officer and approved by the Board.

**7.5 EMPLOYEES AND OTHER AGENTS.** The Board shall appoint the School Leader, and the Board may from time to time appoint such other employees and other agents as it shall deem necessary, each of whom shall hold office at the pleasure of the Board and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board may from time to time determine.

#### **ARTICLE VIII**

##### **LIMITS OF LIABILITY AND INDEMNIFICATION**

**8.1 NON-LIABILITY.** The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

**8.2 INDEMNIFICATION.** The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, any person who is made or threatened to be made a party to any action or proceeding by reason of the fact that such person, his or her testator or intestate is or was a Trustee, officer, employee or agent of the Corporation.

#### **ARTICLE IX**

##### **CONFLICT OF INTEREST POLICY**

**9.1 PURPOSE.** The purpose of this conflict of interest policy is to ensure that the Corporation remains in compliance with all relevant laws regarding conflicts and potential conflicts of interest, including the Charter Schools Act and the General Municipal Law, and to ensure that all transactions that the Corporation enters into are appropriate, ethical and transparent. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

##### **9.2 POLICY**

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

**9.2.2** Any Trustee, Officer or employee who participates in a discussion or gives an official opinion to the Board or Board Committee regarding any transaction, program or matter in which he or she has a personal interest shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such 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 Corporation's interest. The minutes of the meeting shall reflect the disclosure made.

**9.2.3** For the purpose of this section, a person shall be deemed to have an "interest" in a

contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial interest in the entity contracting or dealing with the Corporation or a personal interest in a matter before the Board. A Trustee shall be deemed to have a personal interest if he or she has a familial or other personal relationship with an employee or student who is the subject of a pending Board action. Notwithstanding this definition, transactions and actions that are expressly defined as exceptions to the conflict of interest requirements of the General Municipal Law under Section 802 do not constitute a conflict of interest, including:

- a. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the Corporation except when the Treasurer or his or her deputy or employee has an interest in the bank or trust company;
- b. A contract with a person, firm, corporation or association in which a trustee, officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c. A contract with a membership corporation or other voluntary non-profit corporation or association;
- d. A contract in which a trustee, officer or employee has an interest if such contract was entered into prior to the time he was elected or appointed as such, but this paragraph shall in no event authorize a renewal of any such contract;
- e. Employment of a duly licensed physician as school physician for a school district upon authorization by a two-thirds vote of the Board;
- f. A contract with a corporation in which a trustee, officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- g. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- h. A contract for the payment of a reasonable rental of a room or rooms owned or leased by a trustee, officer or employee when the same are used in the performance of his or her official duties and are so designated as an office;
- i. A contract for the payment of a portion of the compensation of a private employee of a trustee or officer when such employee performs part time service in the official duties of the office;
- j. A contract in which a trustee, officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of \$750.
- k. A contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

**9.3 COMPENSATION.** In addition to the above:

**9.3.1** Any Trustee of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that Trustee's compensation.

**9.3.2** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

**9.3.3** No Trustee of the Board or voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**9.4 ANNUAL STATEMENTS.** Each Trustee, officer and member of a committee with Board delegated powers shall annually sign a statement which, among other things, affirms such person: a) has received a copy of the conflicts of interest policy; b) has read and understands the policy; c) has agreed to comply with the policy; and d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. In addition to providing the statement annually, each Trustee, officer and member of a committee with Board delegated powers is expected to promptly report any financial interest as and when it arises to a Chairperson of the Board or the chair of the Audit Committee.

**9.5 PERIODIC REVIEWS.** To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

**9.5.1** Whether compensation arrangements and benefits are reasonable.

**9.5.2** Whether other contractual arrangements, including partnerships, joint ventures, and arrangements with management organizations, service providers or other independent contractors, if any, conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**9.6 USE OF OUTSIDE EXPERTS.** When conducting periodic reviews as provided for in Section 9.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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

**10.1 FISCAL YEAR.** The fiscal year of the Corporation begins on July 1 of each year and ends on the subsequent June 30.

**10.2 EXECUTION OF INSTRUMENTS.** The Board may adopt a resolution authorizing any officer, employee or agent of the Corporation to enter into any contract or execute or deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Except as provided by these Bylaws, 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 the Corporation liable monetarily for any purpose or any amount.

**10.3 CHECKS AND NOTES.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chief Administrative Officer or Treasurer.

**10.4 CONSTRUCTION AND INTERPRETATION.**

**10.4.1 CONSTRUCTION AND DEFINITIONS.** Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the NY Not-For-Profit Corporation Law and the NY Education Law shall govern the construction of these Bylaws. 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.

**10.4.2 INTERPRETATION.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**10.5 AMENDMENT.** A majority of the Trustees may adopt, amend or repeal these Bylaws, or adopt new Bylaws, subject to prior approval by the Charter authorizer.

## **Attachment 6 Code of Ethics**

All members of the Dr. Muriel Petioni Charter School (the “School”) community shall be held to the highest standards of professional and ethical conduct. Consistent with the school’s obligations under the Charter Schools Act to adopt a Code of Ethics that addresses the provisions and requirements of the Charter Schools Act and the General Municipal Law, the School has established the following Code of Ethics. This Code sets forth the standards of conduct required of all faculty, staff, employees, and members of the Board of Trustees of the School.

The standards of this Code shall apply to all Trustees, Officers and Employees of the School. Trustees, Officers and Employees shall be required to read and familiarize themselves with this Code. Adherence to the Code is a condition of service as Trustee or employment. Violation of this Code is a serious matter and may result in dismissal from the Board of Trustees (in accordance with the terms and procedural requirements of the by-laws), immediate termination of employment and/or appropriate legal action. All Trustees, Officers and Employees shall be required to complete the signature card located at the end of this document acknowledging that they have reviewed the Code and agree to be bound by it.

### **General Obligations**

1. A Trustee, Officer or Employee (whether paid or unpaid) shall not have an interest in any contract with the School Board or School in which he or she benefits financially and over which he or she has control as a result of his or her position with the School, subject to the relevant provisions of the School’s by-laws and the relevant provisions and exclusions of the General Municipal Law. A Trustee, Officer or Employee (whether paid or unpaid) who participates in a discussion or gives official opinion to the Board on any matter before the board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in the matter. The term “interest” means a pecuniary or material benefit accruing to the Trustee, Officer or Employee.
2. A Trustee, Officer or Employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. He or she may not disclose information regarding any matters discussed in an Executive Session of the Board, whether or not such information is confidential.
3. A Trustee, Officer or Employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School Board, subject to the relevant provisions of the School’s by-laws and relevant provisions and exclusions of the General Municipal Law.
4. A Trustee, Officer or Employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School Board where the compensation is to be dependent or contingent upon any action by the School with respect to the matter.
5. A Trustee, Officer or Employee shall not directly or indirectly solicit any gifts, nor shall a Trustee, Officer or Employee accept or receive any single gift having a value of \$75 or more—or gifts from the same source having a cumulative value of \$75 or more within a 12 month period—whether in the form of money, services, loan, travel, thing or promise or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. This provision does not generally prohibit the receipt of gifts exceeding \$75 in value in cases where there is a pre-existing personal or familial relationship and/or on occasions where gifts are customarily such as weddings or retirement, provided that it cannot reasonably be inferred that the gift is intended to influence the

recipient in the performance of his or her official duties or as a reward for any official action on his or her part.

6. A Trustee, Officer or Employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. A Trustee, Officer or Employee shall not, after the termination of service or employment, appear before the Board or any Committee of the Board, in relation to any matter in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This provision does not bar or prevent the timely filing by a Trustee, Officer or Employee of a lawful claim, benefit or suit against the School on his or her own behalf or on behalf of any member of his or her family.
8. A Trustee, officer or employee may be involved as a volunteer, officer or employee in a charitable organization which has a relationship with the district. If a Trustee of the School is a board member, officer or employee of the charitable organization, the Trustee must disclose such relationship in writing to the district, and the Trustee must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Trustee, officer or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. Additionally, the Trustee, officer or employee shall not make representations on behalf of the district unless specifically authorized to do so by the Board.

**Trustees:**

1. The Board of Trustees shall conduct and direct the affairs of the School and exercise its powers, subject to the limitations of the New York Education Law, the New York Not-for-Profit Corporation law, the General Municipal Law, the School's charter, and its Bylaws. The Board may delegate aspects of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate discretion and jurisdiction.
2. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees.
3. Trustees are to be guided by the following principles:
  - (i) Trustees will act with honesty and integrity, avoiding actual or apparent conflicts of interest in personal and professional relationships, and they will recognize the integrity of all members of the school community and appreciate the merit of their work;
  - (ii) Trustees will respect the rights of others to have and express their own opinions
  - (iii) Trustees will be motivated only by a desire to serve the School's students, their parents and the best interests of the School;
  - (iv) Trustees will make no disparaging remarks, in or outside School board meetings, about other members of the Board, the faculty, the staff, or their opinions; and
  - (v) Trustees will act in good faith, with due care, competence and diligence.

**Employees:**

1. Employees shall abide by federal, state and local laws. Unethical conduct includes but is not limited to the commission of or conviction for a felony or of any crime involving moral turpitude.
2. Employees shall demonstrate conduct that follows generally recognized professional and ethical standards. Unethical conduct is any conduct that impairs the Employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
3. Employees shall responsibly use and control all assets, property and resources of the School employed or entrusted to them.
4. Employees shall maintain professional and ethical relationships with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

- (i) Committing any act of child abuse, including physical and verbal abuse, any act of cruelty to children or any act of child endangerment;
  - (ii) Committing or soliciting any unlawful sexual act or soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student;
  - (iii) Engaging in harassing behavior on the basis of race, gender, sex, national origin, religion, sexual orientation or disability;
  - (iv) Using alcohol or illegal or unauthorized drugs during the course of professional practice or furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.
5. An Employee shall exemplify honesty and integrity in the course of his or her employment and/or professional practice. An Employee shall not falsify, misrepresent, omit or erroneously report:
- (i) Professional qualifications, criminal history, college or staff development credit and/or degrees, academic awards, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
  - (ii) Reasons for absences or leaves or information submitted in the course of an official inquiry/investigation.
6. Employees are required to report any breach of the Code of Ethics as soon as possible after they become aware of the alleged breach unless the law requires otherwise. Complaints filed with the Board of Trustees of the School must be in writing and must be signed by the complainant. The Board of Trustees of the School shall notify State and local officials and/or agencies of all disciplinary actions if circumstances warrant or otherwise require. In addition, suspension and revocations shall be reported to appropriate officials if circumstances warrant or otherwise require.
7. An Employee shall fulfill all of the terms and obligations detailed in his or her contract or term of employment. An Employee shall not: (a) breach or fail to abide by the contract for professional services without prior release from the contract by the School; or (b) willfully refuse to perform the services required by the contract.

**CODE OF ETHICS SIGNATURE CARD**

I hereby acknowledge that I have read the Dr. Muriel Petioni School for Scholarship, Health and Leadership Code of Ethics, have become familiar with its contents, and shall fully comply with the Code. I understand that if I knowingly or intentionally violate any of the provisions of this Code of Ethics, I may be suspended or removed from office or employment or subject to other penalties under the law.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Virginia McNeil Montague**

.....  
**Community:** Lead applicant, lives in Harlem in CSD 5.

**Work Experience**

**EMPLOYER**

1979- 1984                    New York City Health & Hospitals Corporation's Inspector General's Office  
**Duties:** Employed as Assistant Director of Investigations. Oversaw a staff of 30 investigators and support staff who responded to complaints and investigated activities occurring in all Municipal Hospitals.

1985- 1990                    New York City Health & Hospital Corporation's Audit Unit  
**Duties:** Employed as Senior Systems Analyst responsible for providing an analysis and audit exit summary of findings made by staff auditing HHC's expenditures and other factors impacting the facility.

1991- 1996                    New York City Council Member C. Virginia Fields  
**Duties:** As Chief of Staff to the Council Member. Responsible for all activities related to the office of the Council Member. Supervised a staff of six and four interns. Directed and coordinated all community based activities initiated by the Council Member's office.

1996-1997                    Upper Manhattan Empowerment Zone  
**Duties:** Employed as the Director of Community Affairs responsible for coordinating all events with the community. Providing the Executive Director with information pertaining to responses from the community. Assisted in developing policy about community issues. Worked with business community to assist in obtaining grants and developing business plans.

1999- 2002                    Manhattan Borough President's Office, Director, Northern Manhattan Office  
**Duties:** Directed all political and community activities originating in the Office located in Harlem.

Education:     Batchelor of Science Degree from North Carolina Central University in Durham,  
N.C. Graduate studies at New School of Social Research.

Extra Curricula Activities:

- Founding Member of the NY African American City-wide Clergy Council;
- President of the NY Coalition of 100 Black Women;
- Member, Dr. M. Petioni Charter School Planning Team;
- Chairperson of Faithworks International.

**Conrad Graves, Ph.D., A.C.S.W.**

**Community:** Long-term Harlem resident.

**EDUCATION**

**New York University Graduate School of Public Administration, New York, NY**  
Ph.D. in Public Administration; Major – Urban Social Policy Analysis

**Teachers College, Columbia University, New York, NY**  
MA in Educational Administration and Social Psychology

**Columbia School of Social Work, New York, NY**  
Master of Social Work (M.S.W.); Major in Group Work and Community Organization

**Virginia Union University, Richmond, VA**  
B.A. in Sociology

**TEACHING EXPERIENCE**

**Kean University, Union, New Jersey**

- **Chairperson, Department of Social Work** (1997 – 2000)
- **Children’s Bureau Grant:** In Collaboration with Dr. Carol Williams, succeeded in obtaining grant from HHS and DYFS for Traineeships for 14 BSW and 6 MSW students. Ninety-five percent of this two year grant prioritized tuition stipends for participating students
- **Coordinator, Social Work Program** (1985 – 1998);
- **Chairperson, Department of Sociology, Anthropology, and Social Work** (1979 – 1985)
- **Professor, Social Work** (1985 – 2000)
- **Associate Professor, Social Work** (1979 – 1985);
- **Assistant Professor, Department of Sociology, Anthropology, and Social Work** (1972 – 1975)

**Rutgers, The State University, New Jersey, Graduate School of Social Work**

- **Adjunct Professor** (1974 – 1992)

**Fordham University, New York, New York, Graduate School of Social Services**

- **Adjunct Associate Professor** (1973 – 1979)

**Hunter College, New York, New York, Hunter College of Social Work**

- **Lecturer and Chief Recruiter for Minority Students** (1970 – 1971)

**ADMINISTRATIVE**

**North Jersey Union Outreach Program**

- **Director, Aging Program (1974 – 1978):** As part of my Ph.D. dissertation, formulated research to validate that the minority elderly were significantly isolated, in need of mandated services and programs that aggressively reached out to them to reduce this isolation. This program became the model for subsequent programs and services to the elderly.

**Community Education Exchange Program**

- **Director (1970 – 1972):** Responsible for determining feasibility and design of an Adult Education Program that succeeded in enabling Columbia University to provide resources

needed by the Harlem Community. Specific courses and tutoring were provided to enable students to obtain their G.E.D.'s and to apply to various college programs.

**Urban Center, Columbia University, New York, New York**

- **Associate Director, Community Affairs (1969 – 1971):** The Center was created by a ten million dollar line of credit from the Ford Foundation to Columbia University, to enable the University to repair its relationship with the Harlem Community following an abortive attempt to build a Sports Center in Morningside Park. My role was to identify and assist local organizations to conceptualize and develop programs, as well as helping them to apply for funding through the Urban Center or other funding sources.

**National Urban League, New York, New York**

- **Director of Fellowships (1963 – 1969):** As Director of the NUL Program, I administered a nationwide program that had two goals: (1) to increase the enrollments of graduate students in universities throughout the country; and (2) to develop and secure a pool of professionally trained staff for NUL.
- **Associate Director, Personnel Development and Training (1963 – 1969):** My efforts as Associate Director entailed recruitment, screening, and certification of NUL personnel for the NUL and 98 affiliates nationwide.

**CONSULTATION**

**Hale House, New York, New York**

- **Consultant (2003 – 2004):** Provided technical assistance to the agency as part of their reorganization efforts.

**National Urban League, New York, New York**

- **Consultant (1989 – 1996):** Provided technical assistance to NUL Director of Programs; conceptualized, researched, and prepared training manual to be used nationally.

**Greater New York Fund, New York, New York**

- **Consultant (1991 – 1994):** Designed research format and instruments for a study of Minority Foster Care Programs. Tabulated/analyzed data of the staff/board members. Purpose of study was to identify and evaluate the unique values, strengths, and problems of community based day care programs.
- **Consultant (1987 – 1988):** Provided technical assistance to an agency funded by the GYF to identify and develop program priorities based on current and anticipated needs. Task also involved working with Executive Director in the areas of program development and funding.

**Graham Windham Manhattan Center, New York, New York**

- **Consultant (1987 – 1990):** Program and Curriculum Development for Agency and for Parenting Program. Co-leader and leader of parenting groups.

**Metropolitan Resource Center, YMCA of Greater New York**

- **Consultant (1989 – 1990):** In collaboration with Growth Consortium, Inc., assisted in the evaluation of a local YMCA branch's operation by providing and analyzing census and other data to project demographic trends related to target population and area served by this particular branch.

- **Consultant (1983 – 1984):** Conducted an organizational analysis of one of the branches in the association that was experiencing difficulty programmatically and fiscally, along with a decline in membership.

### **BOARD MEMBERSHIPS**

**Chairperson, Planning Committee, Dr. Muriel Petioni Charter School for Scholarship, Health Awareness and Leadership (2005 – Present)**

**Member, Board of Trustees, Grace Congregational Church of Harlem (2004 – Present)**

**Founder/President, Central Harlem Interagency Program, Inc. (2002 – Present)**

- The mission of the organization is to promote community awareness about the social, health, education, and other interrelated needs of the Harlem community.

**Co-Chair, Advocacy Committee, Mind Body and Soul Coalition of Harlem Hospital (2002 – Present)**

- This organization is the largest coalition of faith-based organizations in the Harlem Community. Our primary goal is to improve the health of all community residents in collaboration with involvement of the numerous faith-based organizations within the community.
- **Co-Chair, Advocacy Committee.** The role of the Advocacy Committee is to identify specific areas of health needs and to recommend programs to providers of health services to address these needs.

**Co-Chair, Community Advisory Board, Harlem Health Promotion Center (1999 – Present)**

- The Community Advisory Board (CAB) is responsible for insuring that the residents of Harlem benefit from all research grants awarded by CDC to Columbia University. We also articulate health priorities to the University and educate and inform the community about health issues and services available.

**Board of Directors, Operation Open City (1989 – 1998)**

- **President (1989 – 1998)**
- **Board Member (1975 – 1985)**
- The primary mission of this organization was to prevent housing discrimination to people of color within New York City. Our mission was later extended to provide education and training in home repairs, building management, and home ownership.

**Founder/Member Board of Directors, Central Harlem Senior Citizen Coalition (1974 – 1976)**

- This was the first organization in Harlem to identify the needs of the elderly population. My role consisted of providing data on the number of individuals in the isolated, impoverished and overlooked elderly population. The next step consisted of forming a coalition of churches and social organizations and then writing a proposal to obtain funding for a program to address this need. Thirty years later, this program is still in operation.

# BELINDA K. AMOAKO

**Community:** Lives in Manhattan, works in Bronx with students with disabilities.

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## **PERSONAL**

Born in Ghana, West Africa. Naturalized citizen in the United States since 2005

## **EDUCATION**

CUNY Graduate Center – Doctoral Candidate, Urban Education

Research Interests: Culturally-responsive teaching of mathematics to students with disabilities using co-generative dialogues; using photography as a visual aide for students with disabilities; and mathematics education in urban schools.

College of Saint Rose, Albany, New York – Educational Leadership and Administration Certification – December 2006

CUNY CCNY, New York, NY – Completed two graduate level courses in mathematics.

Mercy College, Bronx, NY – M.S. in Elementary Ed. with Distinction, concentration in Special Education – 05/2005  
Preparation for teaching of mathematics to students with disabilities grades K to 12.

State University of New York at Geneseo – B.A. in Sociology – December 2002

## **FELLOWSHIPS AND AWARDS**

CUNY Graduate Center AGEP Award

NYCDOE Teaching Fellow

SUNY Geneseo Student Association Merit Award Recipient

## **ASSOCIATION AND MEMBERSHIPS**

American Educational Research Association

National Council of Teachers of Mathematics

Association for Supervision and Curriculum Development

## **PROFESSIONAL ACTIVITIES**

Facilitator NYCDOE District 75 Academic Intervention Services – Mathematics 2007  
Provided teachers with resources & strategies to implement effective academic intervention for students in mathematics.

Facilitator, NYCDOE District 75 Impact Math -- Six Part Math Institute 2007-2008  
Sessions focused on using technology to enhance teaching and learning in mathematics.

NYCDOE Summer Professional Development Series at Stuyvesant H.S. Summer 2007  
Facilitated a 2-day session for staff developers aimed at building and sustaining relationships with Math teachers.

NYCDOE Department of Mathematics and Science Math Morph 05/2007  
Facilitated a session focused on NYS Core Curriculum and revisions to standards.

District Representative, CCNY Mathematics Institute – Middle and High School 2006—2008  
Participated in a seven session institute aimed at improving content knowledge of teachers of mathematics.

Facilitator, Differentiated Instruction 2006  
Sessions provided special education teachers of mathematics strategies in implementing mathematics content.

Facilitator, H.S. Test Sophistication in Math RCT and Math A Regents Assessments 11/2006  
Session provided strategies and supports for high school teachers.

Facilitator, F.A.C.E.S. Curriculum 10/2006  
Guided teachers in using the F.A.C.E.S. curriculum in making mathematics accessible to students with special needs.

**Dr. Muriel Petioni Charter School  
Full Application Attachment**

District Representative, America's Choice High School Math Initiative (LessonLab) 2005—2007  
Met with other mathematics educators to develop and improve teaching and learning using Lesson Study

Facilitator, Making "Math A" Accessible to Special Needs Population 2006-2007  
Participant, UFT XYZ to Algebra 2006—2007  
Participant, Differentiated Instruction Workshop Summer 2006

**PROFESSIONAL EXPERIENCE**

Jeffrey Rapport School for Career Develop (754X), Bronx, NY 08/2009 – Present  
**Assistant Principal (Special Education High School)**

CUNY Queens College, Queens, NY Summer 2006—Present  
**Adjunct Instructor**

- Math Ed Instruction to Undergrads and Teachers in Elementary Education

Harriet Tubman Charter School, Bronx, NY 03/2008 – Present

**Academy Director/Director of Mathematics and Special Education**

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of core curriculum, processes and tools.
- Coach, co-teach and assist teachers where needed in the area of mathematics.
- Model mathematics lessons for teachers in elementary and middle school.
- Support and monitor the professional development plans of lead teachers and house teams.

SUNY Brooklyn Educational Opportunity Center, Brooklyn, NY 09/2007 – 9/2008

**Adjunct Faculty**

- Provided instruction in mathematics to help adult learners prepare for the CUNY/ACT Assessments.
- Encouraged and supported students to attend college upon completion of the program.

NYCDOE - District 75 Citywide Program, New York, NY

**Mathematics Coach/Staff Developer** 07/2006 – 03/2008

- Facilitated workshops, co-teaching and study groups for teachers and other members of the instructional staff.
- Coordinated inter-visitation sessions where teachers were able to observe various pedagogical strategies.
- Worked closely with principals to assess teachers' needs and student data to plan professional development.
- Conducted meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within the core programs.
- Differentiated support for teachers based upon demonstrated needs.

**Director of Mathematics** 01/2007 – 06/2007

- Provided support to the Local Instructional Superintendent in the design and implementation of staff development and training programs for teaching and learning in mathematics.
- Provided expertise and served as a resource for the effective implementation of instructional models to support students with disabilities.

**Special Education Teacher of Mathematics** 07/2003 – 06/2006

- Developed and implemented IEPs for students with varying academic and behavioral needs.
- Adapted City and State-mandated programs to meet the needs of students with disabilities.
- Evaluated progress of students and recommended various placement requirements and modifications.

**TEACHING CERTIFICATION**

NYS School Administration/Supervisor and NYS School District Administrator  
NYS K-12 Special Education Permanent Certification  
NYS Childhood Education (Grades 1-6) Initial Certification  
NYS Supplemental Mathematics Certificate (Grades 5-9) – Pending

## CURRICULUM VITAE

**Kordai I. DeCoteau, DPM**

**Community:** Lives in the Bronx; has a practice in Harlem.

### **Educational Background**

**Professional:** **American Board of Podiatric Medicine**  
**Board Eligible** (July 2007-August 2014)

**St. Barnabas Hospital (Bronx, NY) (PMS-24)**  
Rotating Podiatric Internship (7/01-6/02)  
Podiatric Surgical Residency (9/02-8/03)

**New York College of Podiatric Medicine (New York, NY)**  
August 1997-June 2001  
**Graduation:** June 2001, **DPM**

**Undergraduate:** **University of Miami (Coral Gables, FL)**  
August 1993-May 1997  
**Graduation:** May 1997, **Bachelor's of Science in Psychology**

**High School:** **Coral Gables Senior High School (Coral Gables, FL)**  
September 1989- June 1993  
**Graduation:** June 1993, **High School Diploma with Honors**

### **Experience**

**Professional:** **NY Footcare, PLLC (Dr. John DeBello)**  
(September 2003- Present)  
**Spanish American Footcare, PLLC (Drs. DeBello/Anarella)**  
(January 2003-Present)  
**Institute for Family Health (New York, NY)**  
(March 2009- February 2010)

### **Hospital/Medical Affiliations**

**Hospitals:** **Montefiore Medical Hospital North Division (Bronx, NY)**  
(May 2004-Present)  
**St. Barnabas Hospital (Bronx, NY)**  
(September 2003-Present)  
**Ambulatory Center: Surgicare Ambulatory Surgical Center (Bronx, NY)**  
(September 2003-Present)

### **Certifications**

**Professional:** **Podiatric and Vascular Ultrasound (Universal Seminars)**  
(April 14, 2007)  
**Radiofrequency Pain Management System (Baylis Medical)**  
(October 21, 2003)

**ACLS (Advanced Cardiac Life Support)**

(November 30, 2007- November 30, 2009)

**BLS (Basic Life Support)**

(September 20, 2007- Current)

**Administrative:**

**Our Lady of Mercy Hospital (Medical Presentations for Residents)**

**Resident Lecture** (February 2007) “**Hammertoe Surgery**”

**Resident Lecture** (September 2005) “**Flatfoot Surgery**”

**Montefiore Medical Clinic (Medical Presentation to Physicians)**

**Physician Lecture** (May 2005) “**Pediatric Foot Pathologies**”

**Social Affiliations/Volunteering**

**Professional: FAPA Podiatric Association**

Member (September 2001- Current)

**New York College of Podiatric Medicine Alumni Chapter**

Member (2004-Current)

**Volunteering: Abyssinian Baptist Church (Health Ministry Executive Board)**

Physician Chair for Medical Lectures by Physicians for the Community  
(December 2006-Present)

**Blue Nile Rites of Passage (Abyssinian Baptist Church)**

Mentor (Fall 2007-Spring 2008)

Education Committee Coordinator for Health & Wellness

(Lectures by Medical & Health professionals to children& parents)

(Fall 2008-Present)

**100 Black Women Coalition**

Member 2009

**Social: Alpha Kappa Alpha Sorority, Inc.**

(Fall 1996-Present)

Selvin R. Osbourne

**Community:** Lives in White Plains but works with not-for-profits in NYC.

**EXPERIENCE**

***PUBLIC INTEREST PROJECTS, INC., New York, NY***

**MAY 2006 – present Chief Financial Officer**

- *Direct and manage the overall financial policies and accounting practices of the organization*
- *Prepare budgets, financial statements and reports for the board of directors*
- *Develop systems of authorization and control for accounts payable including payroll*
- *Assisted in selecting new banking and investment services*
- *Implemented personnel policies including procedures for tracking time and attendance*

***PROGRESS OF PEOPLES MANAGEMENT CORPORATION INC., New York, NY***

***(AFFILIATE OF CATHOLIC CHARITIES BROOKLYN & QUEENS)***

**JUNE 2004 – May 2006 Director of Finance/Controller**

- *Managed the finances of a portfolio of a 2500 senior, family and tax credit partnership low income housing units*
  - *Restructured all accounting processes and practices, including institutionalizing GAAP and sound financial analysis*
  - *Instituted a climate of excellence and accuracy in financial reporting, regulatory compliance, transaction processing, and business practices*
  - *Established and implemented new levels of performance expectations, deliverables, and partnership with field operations to institute corrective actions required to sustain the economic viability of the housing portfolio*

***COALITION FOR THE HOMELESS, INC., New York, NY***

**November 2000 – May 2004 Chief Financial Officer**

- *Supervise and maintain the formal corporate financial records for this NYC based non-profit organization, its two building management subsidiaries and two partnership affiliates*
- *Reorganized the financial reporting system to provide timely, accurate and meaningful reports*
- *Established authorization and control procedures to ensure the accuracy of the financial data used in day-to-day operating decisions as well as in budgeting and planning*
- *Manage payroll and tax relationships, including interfacing with the respective federal and state taxing authorities*
- *Supervise staff, maintains appropriate relationship with external auditors, and direct other assigned functions*

***WOMEN'S PRISON ASSOCIATION & HOME, INC., New York, NY***

**April 1999 – September 2000 Director of Finance**

- *Managed the accounting and reporting function of a NYC based, federal, state and city funded non-profit social service organization*
- *Restructured the finance department ensuring timely billing and increased revenue collections.*
- *Provided leadership and direction for finance staff and meaningful information for executive director and board of director's use*

***WESTON UNITED COMMUNITY RENEWAL, INC., New York, NY***

**1990 - April 1999 Director for Financial Affairs**

- *Full financial management responsibility for a community-based, five site, federal, state, and municipally funded human services agency*

**Dr. Muriel Petioni Charter School  
Full Application Attachment**

- Designed and implemented the agency's automated financial system within established accounting standards, meeting federal, state, and city funding guidelines
- Supervised the installation of a Novell local area network. Recruited, hired, trained, and supervised accounting, financial, HR and MIS staff
- Prepared agency budgets and forecasts structured monthly, quarterly and annual financial reports to achieve maximum reimbursement through accurately describing the agency's financial condition
- Reviewed, analyzed, monitored, and controlled all expenditures
- Investigated and recommended new service providers, resulting in quality services at lowest costs
- Developed business systems to manage information resources for long-term corporate growth

***1988 – 1990 Fiscal Manager***

- Recruited, hired, trained, and supervised accounting and financial staff
- Automated the accounting system including payroll
- Participated in the management of a community-run HUD Section 8/202 project with 20 residential units
- Managed Medicaid billing and cash receipts

**NEIGHBORHOOD YOUTH DIVERSION PROGRAM, New York, NY**

**(Presently Neighborhood Youth and Family Services)**

***1986 – 1988 Fiscal Officer***

- Financial management responsibility for seven programs jointly funded by state, city, and private sources
- Prepared budgets and forecasts, monitored and controlled expenses, and supervised a financial and payroll preparation staff
- Prepared and presented financial reports to the Board of Directors and agency management
- Worked with independent and regulatory auditors in the preparation of financial statements for monitoring of funding compliance

***EDUCATION***

- M.P.A., Bernard M. Baruch College, New York, NY, June 1998
- B.Sc., Economics, University of the West Indies, Jamaica, June 1979

***CERTIFICATIONS***

- Certificate: Management Planning & Control Through Effective Budgeting  
New York University, New York, NY
- Certified Nonprofit Accounting Professional (CNAP)

**BRENDA L. GALLOWAY SMITH**

**Community:** Lives in White Plains but has worked for years in education including as a superintendent. Very active in the church community in Harlem in CSD 5.

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**SUMMARY**

An educator with a proven track record who has, for more than 39 years, dedicated her life to providing exciting educational opportunities for young people. Record has been marked by early leadership roles, caring and guiding mentors, and a strong conviction toward service, and a spirit of kinship and community.

**Education**

Ed.D. April, 2010	TEACHERS COLLEGE COLUMBIA UNIVERSITY New York, New York: Educational Administration
Master of Education 2009	TEACHERS COLLEGE COLUMBIA UNIVERSITY Education
Sixth-Year Certificate 1983	HUNTER COLLEGE, New York Sixth-Year Certificate in Educational Administration & Supervision
Master of Science 1976	HUNTER COLLEGE, New York Major: Business Education
Bachelor of Science	LIVINGSTONE COLLEGE, Salisbury, North Carolina Major: Business Education
Certifications	School Administrator/Supervisor School District Administrator Business and Distributive Education

**Employment Experience**

Non-Governmental Organizational Representative to the United Nations  
For the World Federation of Methodist and Uniting Church Women 2007- 2012

***MOUNT VERNON CITY SCHOOL DISTRICT, Mount Vernon, New York***  
Superintendent of Schools 2002 - 2007

***Accomplishments as Superintendent***

- Four elementary schools named by U. S. Department of Education as Blue Ribbon Schools – Lincoln, Longfellow, Columbus and Traphagen.
- Parker Elementary School named National Title 1 School – one of two schools in the State of New York to be so designated.
- Passed all budgets during tenure as Superintendent of Schools.
- All elementary schools recognized in 2005 by NYS Commissioner of Education as high-performing gap-closing schools.
- Received the Twenty-First Century Schools Initiative of \$3.5 million.
- Received a five-year federal Safe Schools and Healthy Students initiative of \$5.3 million only district in the State of New York to receive the award.

Deputy Superintendent	2001-2002
Assistant Superintendent	2000-2001

***Accomplishments***

- Coordinated the Mount Vernon City School District’s Strategic Plan, which led to its unanimous adoption by the Board of Education.
- Developed and implemented the district-wide “Reading to Reach a Goal” Initiative to encourage students to read 50 or more books per year.

***MOUNT VERNON HIGH SCHOOL, Mount Vernon, New York***

Principal

1994-2000

***Accomplishments***

- Demonstrated increase in ELA Regents scores (50% in 1998 to 89% in 1999; an increase of 56.3% since 1994); Global Studies 85.3%; US History 82%
- Harvard University Summer Institute on Standards-based Teaching and Assessment
- Recognized by the AMBYESE (Annual Minority Business Youth Educational Services Embarkment) for outstanding service to youth.
- Developed funding proposal for an Air Force Junior Reserve Officer Training program (JROTC) first in the history of Mount Vernon High School.
- PEAKS (Parents Encouraging All Kids to Succeed) – a four year collaborative program for ninth grade students and their parents designed to help ease the transition from middle to high school and to help ninth grade students succeed in their high school experience.
- Organized and implemented the first off-site staff development program for both professional and Civil Service employees at the Bell Atlantic Headquarters in White Plains, New York.
- Implemented the Mentor Teacher program to assist teachers new to the building
- Instituted the Principal’s Advisory Council to provide a forum for teachers to share ideas, concerns and receive support
- Implemented Teacher/Employee of the Month
- Organized the first Knight Line Newsletter for staff to share programs, successful teaching strategies, best practices and travel tips.
- Appointed President of the Mount Vernon High School Students’ College Fund Board of Directors

Vice Principal

1988-1994

Assistant Principal

1984-1988

***Accomplishments***

- Organized first Mount Vernon High School Senior Awards Convocation
- Organized the Big Brothers/Big Sisters Program
- Organized the first breakfast honoring outstanding students
- Coordinated first Orientation Program for incoming ninth graders

Affirmative Action Officer

1985-1986

Teacher of Business Education

1972-1984

***Accomplishments***

- Organized Future Business Leaders Chapter at Mount Vernon High School – an organization comprised of high school business students, grades 9-12, to develop strong, aggressive business leadership; and to encourage students to work toward the improvement of the home, school and the community. During my administration, five first-place state awards and two national awards were won.

**JAMES MADISON MEMORIAL HIGH SCHOOL, Madison, Wisconsin** 1970-1971

***Accomplishments***

- Organized Future Business Leaders Chapter at James Madison Memorial High School

**EASTON HIGH SCHOOL, Easton, Maryland** 1967-1969

***Accomplishments***

- Faculty representative to Talbot County Teachers' Association, Maryland State Teachers' Association
- Organized award-winning chapter of Future Business Leaders of America

**HONORS/AWARDS**

Over 80 awards and honors from 1968 through 2010 including numerous awards for teaching, community service, and Superintendent of the Year award in 2005.

**ORGANIZATIONS/BOARDS**

- Greater Hudson Valley Chapter, The Links, Incorporated
- Alpha Kappa Alpha Sorority, Inc.  
Legacy Life Member of the National Council of Negro Women
- National Association of Negro Business & Professional Women's Clubs, Inc.
- Consultant for Sister-to-Sister: One in the Spirit Mentoring Program
- Association for Supervision and Curriculum Development
- National Alliance of Black School Educators
- Chief School Administrators of Southern Westchester (CSA)
- New York State Council of School Superintendents
- Board Member – G.O.O.D. for Girls, a faith-based nonprofit program providing Mentoring services for young women, ages 9 to 13 in Westchester County.

## Dr. Gregory Robeson Smith

**Community:** Lives in White Plains; senior pastor of Mother Zion AME Church in Harlem.

Dr. Gregory Robeson Smith the Senior Pastor of the Mother African Methodist Episcopal Zion Church located in Harlem New York. Founded in 1796 Mother Zion is the Oldest African American institution in the State of New York. Mother Zion Church is the Mother Church of the African Methodist Episcopal Zion denomination. The church grew to become one of the leading religious institutions in the world. Today, the A.M.E. Zion Church is composed of 1.5 million members on five continents, and has made significant contributions to education, civil rights and the elimination of hatred. Many great African-American leaders such as Harriet Tubman, Frederick Douglass, Sojourner Truth, Joseph Charles Price, Paul Robeson and others, made conscious decisions to unite with Mother Zion. As a result of their vision, the Church is respectfully called Mother Zion "The Freedom Church."

Dr. Smith has more than thirty years of successful management and marketing of multi-national organizations, multi-million dollar fund raising campaigns, and major P & L responsibilities. Along with a proven track record of success leading non-governmental, private voluntary and religious agencies, and Fortune 100 companies, he also has strong expertise in the development of strategic alliances between public and private sectors.

He truly is the renaissance person who has successfully integrated a successful career as a business, public service and a religious leader. Dr. Smith has twenty years of marketing/finance and managerial experience in Fortune 500 companies with responsibility for \$2+ Billion in revenue. He was appointed December 1990 by President Bush as President and Chief Executive Officer of the African Development Foundation, an independent Federal agency in Washington, D.C., with offices in 25 African nations and staff of 300+. Dr. Smith continued to serve in this position in the Clinton Administration until May 1995. It was also his responsibility to direct worldwide international relief assistance and aid for National Council of Churches, 30 Protestant denominations. At the NCC he raised more than \$200 million in program support.

A graduate with honors from Livingstone College in Salisbury, North Carolina, Dr. Smith also earned two Masters and two Doctoral degrees; MBA Degree in Marketing and Finance; a Master of Divinity Degree; and a Doctorate in Ministries, and one in Higher Education and Finance.

Dr. Smith is a 33<sup>o</sup> Prince Hall Mason, Grand Master of the 10,000+ member Prince Hall Masons of the State of New York, President of Prince Hall Temple Associates, Inc. and was designated one of the Outstanding Men of America. He serves as an officer and member of numerous boards of directors. He was the first African American in NYS to be selected by a major political party as their mayoral candidate; and continues to be active in local, state and national political arenas.

Dr. Smith is the grand nephew of the late great Paul Robeson. He holds and held several major positions in the A.M.E. Zion Church. He is married Dr. Brenda L. G. Smith retired Superintendent of Schools Mt. Vernon NY. They have three children and two grandsons, and two granddaughters. He has traveled to every country in Africa except five, and over 30 other nations of the world. His philosophy of life and service is stated in the words of Martin Luther King, Jr. who said in 1948 on his application to Crozer Seminary, *"I have an inescapable urge to serve society, and a sense of responsibility, which I could not escape."*

**FREDDIE DEAN SMITH**

**SUMMARY:** Extensive background in supervising, evaluating, observing, training, recruiting and mentoring tenured and non-tenured teachers; executive coaching and leadership development, organizational development and supervision; school improvement planning, finance and budgeting, scheduling and fundraising; successful school administration, management and operations; school community relations; student testing and data analysis; instructional best practices, conference and school presentations; grant writing; research and evaluation, curriculum development and instruction; evaluation and implementation; Experienced working with at-risk, learning disabled, gifted and talented, rural, suburban, urban and bilingual populations.

**EDUCATION:** M.Ed. VIRGINIA STATE UNIVERSITY

B.S. South Carolina STATE UNIVERSITY

**INSTITUTE for EDUCATIONAL LEADERSHIP: EDUCATION POLICY FELLOWSHIP  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NY**

**EDUCATIONAL EXCHANGE STUDENT at the SEOUL NATIONAL UNIVERSITY of  
EDUCATION, SEOUL, SOUTH KOREA**

**CERTIFICATIONS**

**NYS PERMANENT SCHOOL ADMINISTRATION CERTIFICATE: 156680114**

**NYS PROFESSIONAL SCHOOL DISTRICT LEADER ADMINISTRATIVE  
CERTIFICATE: 31715**

**MARYLAND ADVANCED PROFESSIONAL TEACHING AND ADMINISTRATION  
CERTIFICATE: 0114**

**VIRGINIA PROFESSIONAL TEACHING AND ADMINISTRATION CERTIFICATE:  
PGP- 552430**

**VIRGINIA DIVISION SUPERINTENDENT CERTIFICATE: DS - 0600370**

**EXPERIENCE:**

**2008- 2009 SUPERINTENDENT OF SCHOOLS**

**POCANTIO HILLS CENTRAL SCHOOL DISTRICT-SLEEPY HOLLOW, NY**

Responsible for leadership, management and oversight of all departments and services provided by the school district including teaching and learning, finance, facilities, operations, communications, and community engagement. Managed a \$22 million dollar district budget.

**2005-2008 ASSISTANT SUPERINTENDENT OF SCHOOLS**

**PUPIL PERSONNEL AND CURRICULAR SERVICES-CITY SCHOOL DISTRICT OF  
NEW ROCHELLE, NY**

Responsible for leadership, management and oversight of all departments and services provided by the Division of Pupil Personnel and Curricular Services including EEO/Affirmative Action Officer, Title IX Officer, Title One, Special Education, English Language Learners, Pupil Personnel, Health services, Technology and Funded Programs. Also served as ombudsmen/liaison between the School Board, community groups, and the Division of Pupil Personnel and Curricular Services. Managed a \$14 million dollar grants budget.

**2003-2005 ELEMENTARY SCHOOL PRINCIPAL**

**POST ROAD ELEMENTARY SCHOOL-WHITE PLAINS PUBLIC SCHOOL DISTRICT, NY**

Provided leadership and management for all facets of the school's operation. Supervised a 100

member faculty and staff.

**2002–2003     ASSISTANT PROFESSOR OF EDUCATION**

**UNIVERSITY OF SOUTH CAROLINA - COLLEGE OF EDUCATION - EDUCATIONAL LEADERSHIP DEPT.**

Courses taught: Curriculum & Instruction, Foundations of Education, School Community Relations, Practicum in School Administration, School Personnel Administration, Introduction to Educational Leadership, The Principalship. Also assisted with advising students pursuing their master's and doctoral degrees.

**2001-2002     ASSISTANT PRINCIPAL FOR INSTRUCTION**

**WALKER UPPER ELEMENTARY SCHOOL-CHARLOTTESVILLE CITY SCHOOLS, VA.**

Provided oversight and implemented the school's curriculum and instructional program. Monitored and implemented any changes in local and state curriculum requirements. Conducted classroom observations designed to assist teachers in improving instruction. I evaluated students to determine proper educational placement. Facilitated and arranged all demonstration lessons, staff development meetings and workshops for school staff. Monitored and tracked student achievement and assessment. Provided mentoring and supervision to first year (non-tenured) and tenured teachers.

**1998-2001     AREA ONE CURRICULUM INSTRUCTIONAL SPECIALIST**

**NORTHWESTERN COMMUNITY OF SCHOOLS-PRINCE GEORGES COUNTY PUBLIC SCHOOLS, MD.**

Provided direct assistance to the Chief Educational Administrator (CEA/Area One Assistant Superintendent) and day-to-day operations of Area One's instructional program and human resources. Other duties: conducted classroom observations; mentored and supervised first year (non-tenured) and tenured teachers; monitored the implementation of the instructional program of each of the feeder schools in area one; worked collaboratively with the CEA, principals and School Improvement Teams to develop action plans for schools experiencing difficulty with the implementation of a specific instructional program and the state assessments; assisted with the implementation of school board policies, procedures and guidelines; worked with parents/guardians to resolve school concerns and issues; conducted demonstration lessons; professional development initiatives and assisted schools in implementing and developing school improvement plans and process. Managed a \$25 million dollar instructional budget for the area one region.

**1996-1998     ASSISTANT PRINCIPAL**

**SCOTCHTOWN HILLS ELEMENTARY SCHOOL-PRINCE GEORGES COUNTY PUBLIC SCHOOLS, MD.**

Performed administrative duties assigned by the principal. Assignments included student discipline, facilities management, student attendance, student transportation, scheduling, and teacher evaluation.

**1995-1996     ELEMENTARY SCHOOL GUIDANCE COUNSELOR**

**SCOTCHTOWN HILLS ELEMENTARY SCHOOL-PRINCE GEORGES COUNTY PUBLIC SCHOOLS, MD.**

Conducted all guidance and counseling services for children ages 4-11. I provided classroom guidance lessons, group, and individual counseling sessions around an array of topics for students.

**1992-1995     MIDDLE SCHOOL SOCIAL STUDIES TEACHER**

**OXON HILL MIDDLE SCHOOL - PRINCE GEORGES COUNTY PUBLIC SCHOOLS, MD.**

As a social studies teacher, I administered daily instruction to seventh and eighth students in the following courses Civics, American Government, and Maryland State History.

**1989-1992     THIRD GRADE TEACHER**

**FLINTSTONE ELEMENTARY SCHOOL - PRINCE GEORGES COUNTY  
PUBLIC SCHOOLS, MD.**

As a third grade teacher, I administered daily instruction in all academic subjects.

**ADDITIONAL WORK EXPERIENCE:**

**2003-Present ADJUNCT PROFESSOR**

**IONA COLLEGE, COLLEGE OF NEW ROCHELLE, AND MANHATTANVILLE  
COLLEGE, NY SCHOOL OF EDUCATION / DEPARTMENT OF TEACHER EDUCATION**  
Courses Taught: Educational Leadership, Foundations of Education, Public School  
Administration, School Personnel Administration and Learning Disabilities. Also assisted with  
advising students pursuing their master's degree.

**2002 SUMMER VISITING PROFESSOR SCHOLAR**

**CLARION UNIVERSITY AND WEST CHESTER UNIVERSITY, PENNSYLVANIA**  
As a resident teaching scholar, I was a guest lecturer during summer school and presented a public  
research lecture.

**2001 SUMMER RESEARCH INTERNSHIP**

**NEW AMERICAN SCHOOLS-ROSSLYN, VA**  
Assisted in the research and evaluation of design teams' efforts, created publication resources  
and represented the organization at various functions.

**1997-1999 INSTRUCTIONAL PERSONNEL SUPERVISOR**

**DEPARTMENT OF PERSONNEL-PRINCE GEORGES COUNTY PUBLIC SCHOOLS, MD.**  
Staffed schools, recruited, researched, screened, interviewed, and referred job candidates to  
vacancies at specific schools. Strategize with principals in regards to their staffing needs.

**Grant Writing:**

Smith, F. D. (2000) Student Initiated Research, Core Knowledge Foundation State Evaluation of 15 Core  
Knowledge Schools in Virginia and its impact on student achievement: (Awarded \$5, 000)  
Smith, F. D. (2005) New York State GEAR-UP (Gaining Early Awareness and Readiness for undergraduate  
Programs: (Awarded \$126,000 per year for 5 yrs.)  
Smith, F. D. (2006) U. S. Department of Health and Human Services – Office of Minority Health – Youth  
Empowerment Demonstration Grant: (Awarded \$250, 000 per year for 3yrs.)  
Smith, F. D. (2006) AT&T Foundation and the National Council for Community and Educational  
Partnerships Summer Advanced Math Academy and Videography Program (Awarded \$50,000)  
Smith F. D. (2006) Toyota Math and Science Tapestry Grant (Awarded \$50,000)  
Smith, F. D. (2007) New York State Education Department – Office of Vocational and Educational Services  
for Individuals with Disabilities: (Awarded \$126,000 per year for 3 yrs.)  
Smith, F.D. (2006/2007) National Football Foundation & College Hall of Fame, Inc. (Awarded \$30,000 for 2yrs.).  
Smith, F. D. (2007) United States Department of Education – Carol M. White Physical Education Program:  
(Awarded \$500,000 per year for 3 yrs.)  
Smith, F. D. (2007) New York State Education Department – Office of Bilingual Education and Foreign  
Language Studies: (Awarded \$166,000 per year for 3 yrs.)  
Smith, F. D. (2007) Westchester County Youth Employment Program-Westchester-Putnam Workforce  
Investment Act (Awarded \$255,000 per year for 3 yrs.)  
Smith, F. D. (2007) United States Department of Education – Alcohol and Substance Abuse: (Awarded  
\$1,000, 000 for 1 yr.)  
Smith, F. D. (2007) United States Department of Education – Safe Schools Healthy Students (Awarded  
\$5, 000,000 for 5 yrs.)  
Smith, F.D. (2007) New York State Department of Education – 21<sup>st</sup> Century After-school (Awarded

\$5,000, 000 for 5 yrs.)

Smith, F.D. (2007) Westchester County New York United Way and J.P. Morgan Chase Foundation  
(Awarded \$100,000 for 5 yrs.)

**Presentations:**

Teachers College- Columbia University 2006 & 2005: Minority Student Achievement: What Works?

The Core Knowledge National Conference March 2003: *The Impact of The Core Knowledge Curriculum, a Comprehensive School Reform Model, on Achievement.*

Hampton University Faculty Workshop May 2002: *Utilization of the Case Method.*

The Harvard Graduate School of Education Research Conference February 2002: *The Impact of The Core Knowledge Curriculum, a Comprehensive School Reform Model, on Achievement.*

National Alliance of Black School Educators National Conference November 2000: *The Impact of The Core Knowledge Curriculum, a Comprehensive School Reform Model, on Achievement.*

The U. S. Congressional Black Caucus Public Policy Education Forum Panelist, 2008.

**Awards/Fellowships:**

The New Rochelle Day Nursery Beacon of Hope Honoree

XI Chi Omega Chapter of Alpha Kappa Alpha Sorority, Inc; Outstanding Achievement in Education

Eta Zeta Lambda Chapter of Alpha Phi Alpha Honoree

Omicron Iota Chapter of Omega Psi Fraternity Scholarship Breakfast Speaker

The Westchester County LINKS, Honoree

The New Rochelle Chapter of the NAACP Honoree

The Curry School of Education Community Person of the Month

William H. Seawell Memorial Award

Mount Hope AME Zion Youth Day Speaker

Trinity United Methodist Church Youth Day Speaker

Frederick Douglass Visiting Professor Scholar Clarion University & West Chester University, PA

Governors Fellowship/University of Virginia, Curry School of Education

Institute for Educational Leadership: Education Policy Fellowship Teachers College, Columbia University

Seoul National University of Education Student Exchange Fellowship, Seoul, South Korea

Superintendent Transition Program-New York State

Aspiring Superintendents Program-New York State Council of School Superintendents

Aspiring Superintendents Program-University of Pennsylvania Penn Center for Educational Leadership

South Carolina State University Greater New York Alumni Chapter Award

Proclamations from: Mayor of New Rochelle – Westchester County Executive – Congresswomen Nita

Lowey -Westchester County Clerk – Governor of New York.

**Affiliations:**

The Horace Mann League

Sleepy Hollow LIONS Club: Charter member

Westchester County Big Brothers and Big Sisters

New Rochelle YMCA Board member

Sleepy Hollow Youth Center Board member

Westchester Family Court Youth Advisory Board

New York State Council of School Superintendents (NYSCOSS)

National Alliance of Black School Educators (NABSE): Life member

American Association of School Administrators (AASA)

Association for Supervision and Curriculum Development (ASCD)

American Education Research Association (AERA)

Phi Delta Kappa (PDK)

Eta Zeta Lambda Chapter of Alpha Phi Alpha Fraternity, Inc.

University of Virginia Greater New York Alumni Chapter Board Member

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, Virginia Montague, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Signature

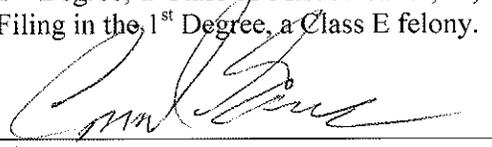
Date

3/14/11

**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, CONRAD GRAVES, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



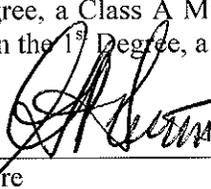
Signature

3/18/11  
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, GREGORY ROBESON SMITH, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

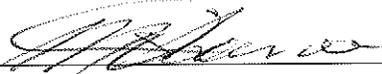
 \_\_\_\_\_  
Signature

3/18/11  
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, SELVIN R. OSBOURNE, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

3/18/2011  
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, Brenda L.G. Smith, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Brenda L.G. Smith  
Signature

March 18, 2011  
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, Belinda Amoako, (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 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

8/18/2011  
Date



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

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

**Name:** Ms. Virginia M. Montague  
(Include preferred honorific.)

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

**Home Mailing Address:** \_\_\_\_\_ Harlem, New York, NY 10037

**Personal EMail/Fax:** \_\_\_\_\_

**Business** \_\_\_\_\_

**Business E-Mail/Fax:** jinimac@aol.com

**Charter School Name:** Dr. Muriel Pettioni Charter School

**Charter School Address:** 151 West 136<sup>th</sup> Street, New York, NY 10030

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

I am seeking to be appointed to the board of trustees as the Lead Applicant-Community and Governmental Affairs

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. **XX 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. **XX 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. **XX 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 2005, as the Founding Vice President along with the Founder, Dr. Conrad Graves of Central Harlem Interagency Programs (CHIPS), we hosted a Youth Conference with over 250 students, parents, school officials from School District 5, elected officials and community residents. The purpose of the Conference was to provide a forum for students in School District 5 to discuss their perceived needs from their community. From this discussion, it was determined that the educational system serving the Harlem community was not providing the support and education that would prepare our students for a productive and self achieving future. We realized that pursuing an alternative school through the opening of a Charter School was an excellent opportunity to provide an alternative learning environment for students in the Harlem community.**

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

**I wish to server on the board because I believe that the mission of the Dr. Muriel Petioni Charter School to provide a learning environment that will set a standard of achievement for the students that will help them be all they can be. My prior experiences as a leader in the Harlem community as chief of staff to a former Harlem City Council Member; director of the former Manhattan Borough President's Northern Manhattan Office as well as currently serving as President of the NY Coalition of 100 Black Women's Board of Directors have given me an excellent opportunity to bring the level of expertise and knowledge that lends itself to a developing board that is vital to implementing a policy that will help transform the educational aspiration of our students.**

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

**I believe my experiences as staff and later as a consultant to elected officials in the Harlem community will be a great asset to the Dr. Muriel Petioni Charter School Board of**

**Directors Having direct access to Harlem’s Congressman, State Assemblyman and State Senator, as well as the current City Council Members and Manhattan Borough President and other appointed officials will provide an immediacy to resolution of situations that the board may have to address. I was also formerly the Executive Director of the Youth Enrichment Services Program, a federally funded youth offender program co-sponsored by the NYC Department of Probation and the NY City Urban League. This position ultimately leads to my appointment to the Manhattan Borough Board of Directors of the New York Urban League.**

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.

**XX** 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.

**XX** 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. **XX** Yes.

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

**Dr. Gregory Robeson Smith is the pastor of my church and Dr. Brenda Smith is the wife of Pastor Smith. Dr. Conrad Graves is the founder and I am the vice- president of the Central Harlem Interagency Programs. I have no familial relationship with them or with any of the board or prospective board members.**

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. **XX** Yes.

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

**I know Freddie Smith the future School Leader, I met him as part of the hiring process.**

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.

**XX** 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.

**XX** 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.

**XX** 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.

**XX** 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. **XX** 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.

**XX** 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.

**Once I know that the individual is fully aware of the school's policy concerning conflicts of interest and it is determined by fact that a member of the charter school board is involved with "working for their own benefit "or for the benefit of their family or friends, I would immediately bring it to the attention of the Chairperson of the Board (assuming that person is not involved) and confront the person, seeking their resignation. If it is determined that collusion, theft, or some grievous activity has occurred that could result in severe consequences to the school, authorities would be notified and the individual dismissed from the board.**

#### **Educational Philosophy**

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

**The school's mission is to provide rigorous middle school curricula that places emphasis on academics, health and leadership. The mission and philosophy came out of our recognized need to provide the children of Harlem with a learning experience that will have the students entering high school on a college bound track.**

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

**The school's program is based on recognition of the educational needs and understanding the causes of the gaps in the system as provided to the children in Harlem. The three pillars of the schools philosophy of Scholarship, Leadership and Health is the basis of how the school will address the academic, nutritional and community involvement by the students. Scholarship by designing a curricula that helps the students achieve their full intellectual abilities; Leadership by exposing the students to community stakeholders such as elected and appointed officials; local business and grass roots organizations; other local institutions such as museums, and other cultural institutions: Health, with the established relationship with Harlem Hospital and other health related institutions in the Harlem community as well as involvement with health related organizations and nutritional education information, we believe these activities will serve to provide a well rounded sum of experiences that will help prepare students for their next level of schooling and college. Based on my involvement and interest in the community, my focus will be to ensure that a parent representative with full participatory involvement is appointed to the board of directors. One of my interests is to seek funding for a parenting program that provides assistance to parents and students beyond the school day.**

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.

I believe the characteristics of a successful charter school rests firstly in the hands of an informed, committed, skilled board of directors. I believe the board of directors must have a level of knowledge of the mission of the Dr. Petioni Charter School to ensure that the governance structure designed by the board, school leader and school staff are all on one accord in implementing the mission of the school. I believe that the needs of the children supersedes the needs of the staff in their commitment to seeing that these needs are met through a nurturing environment that is complimented by the relationship with the parents and other community stakeholders.

**Other**

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

I have read the By-Laws, Code of Conduct and governance section of the charter application. I understand that the role of a charter school board member is to ensure that the school is in compliance with all the regulations established by the Board of Regents; the laws of the State of New York that sets the standards for charter schools and most importantly is the required commitment to establish and implement policy that creates a learning environment in the school's facility that is nurturing, and encouraging. The board member is responsible for the adoption of the school budget and it fiscal accountability. The board is accountable in conjunction with the school leader for student outcomes and the school's total academic program. The board member must ensure that its' responsibilities include training and development of new board members; develop ongoing assessment of our performance and participation. I believe that a successful board member working closely with the school leader and the parent component of the charter school is paramount to creating a school that will develop young people who will be creative in their thinking; have a positive self image, expect the best from themselves and seek to attain the best their world has to offer.

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

**I affirm that I have read and understand the charter school application, the charter school application, the charter school'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 lived in the Harlem community for more than 35 years. During the time, I have served in many capacities of leadership and one of the guiding forces for me is that a good educational foundation is the key to so many things that impact our lives. Having served on not-for-profit boards over this 35 year period, I am keenly aware of the responsibilities of a board member. I know that the success of this school as in many other types of endeavors rests in the overall structure and governance of the organization by its leadership, which in this case is the board of trustees. My personal commitment to the charter school movement is based on my recognition of the needs of children who quite

often start out from a position of need. Needs not addressed, quite often in the home and not available in the community. I want to be a part of an organization of committed, knowledgeable, dedicated individuals who will bring all the skills, talents and cohesiveness together to serve the children who will become our responsibilities in the Dr. Muriel Petioni Charter School.

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

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

**Name:** Dr. Conrad Graves  
(Include preferred honorific.)

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** Harlem, New York, N Y 10027

**Personal E-Mail/Fax:** [REDACTED] [REDACTED]

**Business Address:** Harlem, New York, NY 10030

**Business E-Mail/Fax:** dmcharterschool@aol.com

**Charter School Name:** Dr. Muriel Petioni Charter School

**Charter School Address:** 151 West 136 Street, New York, NY 10030

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

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

**On May 27, 2005, after eight months of planning by the Central Harlem Inter-Agency Program, Inc. (I am founder/chair and had secured a grant from the BPM, to cover all expenses) and in cooperation with DOE, sponsored a Youth Forum where over 250 middle and high school students, their parents and teachers met in morning and afternoon work groups where they were charged with the task of identifying those concerns and issues that were hindering their education and later to develop a listing of suggestions and strategies that in their view would address and improve the educational impediments that they face. Students, working in groups, presented their concerns and suggestions to a gathering of elected officials that I had invited from the congressional, state, and city council levels of government. At the concluding session that a suggestion was made by the students for a special school of their own that would emphasize scholarship, leadership, and health awareness. This suggestion was unanimously endorsed by all student participants.**

**At this time CHIPS saw this as an ideal opportunity to design a school that would enable us to design a school that would enable us to address the educational disparities that our students faced by designing a curricula that best met the needs of our student population. It was at this point that I began the process of identifying and working with other community leaders to recruit and select persons to serve as members of a planning team and move the idea of a school from concept to reality.**

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

**To complete the planning and need cited in #3 above.**

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. **XX** Yes. (Include description here):

**Several years in conjunction with the Barristers Wives of NY, I served as director of tutorial after school program designed to help middle and high school students with their studies to discourage them from dropping out of school. During the course of this five year program, we found it necessary to conduct bi-monthly parenting programs to support our tutorial efforts. We found the parents welcomed this effort.**

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.  
**XX** 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.  
**XX** 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. **XX** Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:  
**With the exception of Selvin Osbourne, I met and/or knew all the other prospective board members who I recruited to serve on 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.  
**XX** 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.  
**XX** 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.  
**XX** 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.

**XX** 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.

**XX** 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. **XX** 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.

**XX** None.  Yes.

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

**The By-Laws, Code of Ethics and other instruments must be in place to serve as a guide as to how all such conflicts are to be handled. The Board's attorney should serve as an in-house resource to guide the process in handling this or any issue of this nature. It would be imperative that all Board of Trustees members be provided with these materials and tile allocated in board meetings to insure that they are fully understood and that the officers establish a high priority to implement these guidelines. In identifying members of the planning team, I have also sought persons whose ethical standards are above reproach. Persons who have something to offer our school, as opposed to those who would need to benefit from it.**

#### **Educational Philosophy**

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

**The mission of the DMPCS is to offer a rigorous middle school program that emphasizes Academics, Health Awareness and leadership to students living in Harlem. In so doing, DMPCS will maintain a student centered educational environment where teachers employ differentiated instruction and cooperative learning as predominant instructional approaches while regularly**

using student data in support of the instructional decision making process. DMPCS will champion student achievement of the NYS learning standards, advance post secondary education by helping its middle school graduates exceed grade level expectations thereby entering high school on a college bound track, promote healthy life choices, and encourage community leadership. As a life long community resident, I know that our children have long been written off or only able to attain minimum life goals. Our mission is to create a support system that will encourage and challenge each student, staff and board member to discover and then work to attain their maximum potential.

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

Our school will employ a no excuse model holding our board, parents, faculty/staff and students accountable for high academic performance. Our teachers will adopt high expectations for each of their students and reject any and all explanations for low achievement. Annually, our school leader and trustees will set and accomplish firm and tangible goals for our school, students and staff, developing strategies and adopting best practices to ensure that our school: a) maintains an “A” on the NYC DOE school progress report; b) maintains 95% student attendance; c) integrates a curriculum aligned with the NYS Learning Standards; d) realizes annual, demonstrated increases in faculty knowledge gained and use of best practices as measured by classroom observation, student work and performance; e) creates an environment of early college entrance for high school students; as well as other outcomes to be operationalized in the accountability goals.

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.

**Current and future board members must be committed to the rigorous education of all children in general and the Harlem community in particular. I have served on many not-for-profit board’s and it is my belief that many boards and organizations fail because they do not monitor the finances properly. In addition, when boards neglect to recruit new board members, this almost always handicaps a board.**

#### Other

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

**As with any organization, the role of the board is responsible for the fiscal integrity of the organization, as well as setting policy for the school. In this context the board must also insure that the school leader carry out these policies. In doing so it is of the utmost importance that the board closely tracks income and expenditures to insure that they follow the budgetary guidelines approved by the board. Along the same lines it’s also important that the board review all of the data as it pertains to the learning objectives and results for each student and grade levels. This will permit the board to determine those learning objectives that are being met, as well and those that need to be reviewed and revised.**

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

**I affirm that I have read and understand the charter school application, the charter school’s by-laws and all proposed policies.**

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

N/A

**Attachment 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:** Belinda Kisiwaa Amoako  
(Include preferred honorific.)

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** \_\_\_\_\_ Bronx, NY 10475

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** 470 Jackson Avenue, Bronx, NY 10455

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

**Charter School Name:** Dr. Muriel Petioni Charter School

**Charter School Address:** 151 West 136<sup>th</sup> Street, New York, NY 10030

**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.

I was invited to be a part of the planning committee of DMPCS by a colleague and a classmate from a leadership program to support with the proposed charter's curriculum. Thereafter, I was invited by the Chairperson and the primary petitioner of the charter to chair the Education Committee, and thus I became a member of the Board.

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

I wish to serve on the Board of DMPCS because there is a great need for good schools in urban areas, especially Harlem. My intent for serving on this board is to work with committed and passionate individuals with great interests in improving education opportunities for children and to be a part of the growing effort to provide students with free and equal public education. I hope to contribute to the mission and vision of this school in preparing youth with a strong academic foundation.

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.

I would talk to the person to get a clear understanding of their version of the story. I would then approach the Chair of the Board of Directors—if the concern does not concern the Chair—for guidance. If I continued to feel uncomfortable with the situation, I would request a meeting with the Executive Committee to discuss the matter. I would not ignore the matter.

#### **Educational Philosophy**

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

The first sentence in the mission of DMPCS emphasizes the need to support all children in succeeding in school, living healthy lives and engaging in community affairs by being leaders. I share the same belief in providing students with strong academic foundations, coupled with leadership skills, social awareness, and living healthy lives. Additionally, it my understanding and perspective adheres to providing all students with an appropriate education not withstanding their "disability".

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

The proposed educational program focuses on scholarship, health and leadership. In so doing, the DMPCS wants to provide students with a rigorous standards-based program that not only aligns to the NYS Core Curriculum, but one with focus on preparing youth for secondary

education with great emphasis in the Sciences. The educational program thus provides an extended day program that is imbued with community involvement, mentoring, and advisory groups. The educational program additionally supports and promotes a culture of community, maintains a nontraditional education approach of organizing the 6<sup>th</sup> grade as a traditional elementary grade, looping of middle school students and by promoting research-based pedagogical methods such as collaborative team teaching, cooperative learning, and differentiated instructions.

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

A successful charter school is free and provides students with the utmost academic foundations. A successful charter school will therefore provide equal education to all its students and appropriately support those with additional needs in achieving their goals. The board of the charter school should not only meet regularly with the school leader(s), teachers, and parents, but also they need to visit the school to observe day-to-day actions in the school and address concerns with the school leader when appropriate. As a member of the Education Committee, it is my responsibility to therefore support the leader in selecting appropriate curriculum materials and monitor and re-evaluate the success of the curriculum in order to improve it where necessary.

**Other**

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

My understanding of the role as a board member of a public charter school is to perform all duties necessary to the administration of the charter as specified in our application. Additionally, my understanding is that the board is responsible for establishing and prescribing the duties of the school administrators, to give advice and make recommendations to the principal on all matters pertaining to the policies and administration of the NYSED and NYCDOE. I hope to continue to serve on the Education Committee, which will work collaboratively with the principal in curriculum development and selections, in hiring of teachers, professional development and other educational needs that may arise.

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

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

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

Please review my resume.

**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: Gregory Robeson Smith  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: White Plains, New York 10605

Personal E-Mail/Fax: [REDACTED]

Business Address: 140-6 West 137<sup>th</sup> Street New York, New York 10030

Business E-Mail/Fax: [motheramez@aol.com](mailto:motheramez@aol.com) 212.926.1376

Charter School Name: Dr. Muriel Petioni Charter School

Charter School Address: 151 West 136 Street New York New York 10030

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

Budget/Finance 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.

**Background**

8. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**I was introduced through CHIPPS Chairperson Dr. Conrad Graves and Dr. Muriel Petioni. I have served as a member of the planning committee from its inception. It is a position of great responsibility to which I am fully committed.**

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

**I am a product of the Harlem community its public school and culture. For more than 30 years as business executive and pastor one of my prime interest has been the education of our children, youth and young adults. A vital part of my ministry and programs have been directed toward education. It has been my greatest desire to develop a world class education institution which could provide a world class program regardless of socioeconomic status of its student. It is a position of great responsibility to which I am fully committed. The school will be located in the CSD to which my ministry serves. As a result we can provide support to the school and its students in improving their educational experience and enhancing their lives.**

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

**I am Grand Master of the Most Worshipful Prince Hall Grand Lodge Free and Accepted Masons of the State of New York. Prince Hall Masons, organized in 1812 is the third oldest African-American Organization in the State of New York. Through its 10,000 members - 150 Lodges and Chapters located from Buffalo to Long Island local community based programs are ongoing. I am also the Senior Pastor of the Mother African Methodist Episcopal Zion Church located in Harlem, the Oldest African American institution in the State of New York.**

Mother Zion was one of the earliest and most vocal opponents of slavery and a constant champion of abolition. Slaves, who escaped north to freedom, knew they could find refuge and assistance at Zion Church, therefore Zion became affectionately known as "Freedom's Church." In fact, Mother Zion became an important stop of the "Underground Railroad", hiding runaway slaves behind the pulpit in a secret passageway. Sojourner Truth transferred her membership from the John Street Methodist Episcopal Church to Zion Church in 1827. It was at the altar of Mother Zion that she changed her name to Sojourner Truth and there she was also reunited with her sisters, who had been separated during slavery. Sojourner Truth became one of foremost voices for women's and equal rights and the abolition of slavery. Throughout its long history, Mother Zion has had many illustrious members who were leaders in our historic fight for freedom. They also include Harriet Tubman; Frederick Douglass, Paul Robeson, Madame C.J. Walker and many others who fought so valiantly to free African Americans, socially, politically and spiritually.

I have over twenty years of marketing/finance and managerial experience in Fortune 500 companies with responsibility for \$2+ Billion in revenue. I was appointed December 1990 by President Bush as President and Chief Executive Officer of the African Development Foundation, an independent Federal agency in Washington, D.C., with offices in 25 African nations and staff of 300+ and continued to serve in this position in the Clinton Administration until May 1995. I served as senior officer and was my responsibility to direct worldwide international relief assistance and aid for National Council of Churches (NCCC), 30 Protestant denominations. At the NCCC he raised more than \$200 million in program support. In addition, I have served on the Board of Trustees at Stillman College and former Trustee Knoxville College. I hold and have held several major positions in the African Methodist Episcopal Zion Church: Past President Presiding Elder's Council; Connectional Budget Board Executive Committee. Serve as Executive Secretary of the AME Zion Church Ministers & Lay Association.

14. 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. **X** Yes. If your answer is yes, please indicate the precise nature of your relationship here:

**I am member of the exciting and committed planning team. They are also prospective Board members. Additionally, my wife Dr. Brenda L. G. Smith is member, along with Virginia Montague (member of my church family), and Selvin Osborne (Masonic Bother)**

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

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

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

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

No. **X** 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:

**I am the Chair of the Board of Directors of the James Varick Community Center, Inc. a not for profit community base organization to which the DMPCS will lease its building for the school.**

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

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

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

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **X** Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes.

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

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.

**Serving on several Non for Profit Boards and 25 years of corporate experience, I have experience Board and employee conflict of interest. First there will be a Board Policy signed by all members, Board Compliance Committee, and yearly training by outside consultants. The process as outline in the Board/ School Policy would be followed, and if determine that the policy has been knowing violated the person in violation would be asked to resigned.**

#### **Educational Philosophy**

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

**The school's mission designed is to not only follow the state charter school guidelines, but to expand educational opportunity and learning within a stronger educational design. The gold is to graduate students with greater learning proficiency. It will have a n very strong and rigorous academic program for middle and high school students. The school will also employ state of the art and proven student centered instruction. Student achievement will be accomplished through high standards set to exceed their normal grade expectations set by the NYS standards. To assist in the**

accomplishment of its mission the school will provide special sensitive individual counseling, and hold teachers and administration to high standards while providing high quality 21<sup>st</sup> century learning environment.

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

I have worked closely with the educational committee in developing educational facility that will fit the proposed and future educational programs. Charter school in order to serve the children and its community DMPCS will have a strong and effective governance and organizational design with a committed Board of Directors who are willing to go the second mile. DMPCS is designed to provide rigorous scholarship, health education and leadership. This will be provided by creative class schedule strong attention to ELA – math and reading) through complementary literacy instruction) which is student base, along with data driven decision making.

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.

Charter schools, in order to serve the children and its community, must first have a strong and effective governance and organizational design with a committed Board of Directors who are willing to go the second mile. We cannot have school without a comprehensive student recruitment and retention program that does not violate the State guidelines. The school must be able to serve all levels of students, from those with disabilities to the high achievers and the services are not fully available seek external resources to complement the CS. A successful CS must have consistent growth in student academic achievement along with high retention and graduation rates. The success umbrella which covers the school is the staff recruitment, operations, facilities, and curriculum. These must always be a high priority in order to provide an excellent academic environment for the students. All of the above are inextricably intertwined in having a successful Charter School.

**Other**

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

The charter school has a great opportunity as well as responsibility. It should provide an expanded educational opportunity for students that are not represented in the public schools. The charter school must go beyond the second mile in providing a stronger and more efficient educational nurturing for students along with effective parental integration. I participated in the development of the DMPCS By-Laws, Code of Conduct and its governance. As a result, I am fully aware of them and my responsibility to uphold them and more importantly my commitment to them. Serving on not-for profit boards and especially, my experience as a college Trustee brings vast experience in these areas.

21. Please affirm that you have read and understand the charter school application, the

charter school board's by-laws and all proposed policies.

**As a founding member of the DMPCS planning committee I have reviewed every draft of its application and have written several sections. I affirm its contents and are committed to them.**

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

**I bring extensive senior level business and not for profit organizational experience in finance, marketing, fund development. I am the senior pastor of the oldest African American Church in New York State, the head of 10,000 members not for profit organization. Additionally, my CBO is providing the building and renovation for the new school.**

A handwritten signature in black ink, appearing to be 'J. Petioni', with a long horizontal line extending to the right from the top of the signature.

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

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

Name: Dr. Kordai I. DeCoteau (Kordai I. DeCoteau, DPM)  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: Bronx, NY 10471

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

Business Address: 421 East 149<sup>th</sup> Street Bronx, NY 10455

Business E-Mail/Fax: kokoaka@hotmail.com

Charter School Name: Dr. Muriel Petioni Charter Sschool

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 committee, parent relations

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

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

**Background**

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

9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Via Dr. Conrad Graves. I am the health and wellness coordinator for rites of passage program, the Blue Nile Rites of Passage, targeted to African-American teens.
12. Please explain why you wish to serve on the board. As a podiatrist, minority are under-represented in medicine. We comprise a large amount of the population that has poor health care. If more people of color enter the health and medical field, we can close the disparity.
13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. x This does not apply to me.  Yes. (Include description here):
14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
x This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).  
Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
x This does not apply to me.  Yes. If the answer to this question is yes, please provide an explanation.

**Conflict of Interest**

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  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. There are three pillars that we will adhere to facilitate children in health and wellness and well as academia
18. Please explain your understanding of the educational program of the charter school. We will have an extended day and uses the 6<sup>th</sup> grade model for education. There will be grouped that will meet a t designated time with teacher and peer advisors. This will allow the strong to help the week and create n environment of sound 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. The board is in charge of governance. The successful school begins with a great principal, a relationship with community and parents, and strong, committed teachers. Our goal is to make sure this is enforced and make sound fiscal policies

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. Public charter school member will see that the mission of the school is being executed, following NY state guidelines and the school financial goals and demands are being addresses
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. YES
22. Please provide any other information that you feel is pertinent to the Department's review. NA

**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: Selvin R. Osbourne  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: White Plains, NY 10607

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

Business Address: 45 West 36<sup>th</sup> Street, 6Fl, NY 10018

Business E-Mail/Fax: [sosbourne@publicinterestprojects.org](mailto:sosbourne@publicinterestprojects.org) / (212) 378 2801

Charter School Name: Dr Muriel Petioni Charter School

Charter School Address: 151 West 136<sup>th</sup> St, New York NY 10030

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

Treasurer \_\_\_\_\_

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**

15. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
16. 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.
17. 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.
18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **In 2008 Dr Gregory R. Smith Sr., asked if I would consider serving on the Board of Directors for a Charter School to be developed in Harlem. I did not hesitate in answering yes and looked forward to the opportunity to serve with an institution that would give parents a choice in the educating of their children.**
19. Please explain why you wish to serve on the board. **The mission of DMPCS is quite appealing and I would like to be part of a group of individuals who recognizes a need and who are willing to make a difference in taking action to create a better future for our children.**
20. 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): **This does not apply to me. I have not previously served as a board member but throughout my career my financial management responsibility required my participation in board discussions and presentations. I can offer over twenty six years experience and expertise in non-profit financial management to the team. I can offer over twenty six years experience and expertise in non-profit financial management to the team. I can offer over twenty six years experience and expertise in non-profit financial management to the team.**
21. 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. **I was introduced to DMPCS by Dr Gregory Robeson Smith Sr. who is the Pastor of Mother AME Zion Methodist Church; a respected leader in the community and who is a Masonic Brother.**

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. **The mission of DMPCS is to create exceptional students in Harlem. By building a rigorous but nurturing and innovative learning environment for inner-city kids, DMPCS aims to create a healthy and thriving organization that is capable of sustaining dramatic improvement in student achievement in the targeted grades.**

18. Please explain your understanding of the educational program of the charter school. **The DMPCS educational program is designed to increase the proficiencies and reverse a trend of low performance of students in grades 6 thru 12 in CSD 5. The objective is to increase proficiency in English, Mathematics, Social Science and Science and Technology by providing a safe and creative environment in which students can learn and a curriculum that emphasizes scholarship, health and leadership as necessary life skills.**

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. **To be**

successful, I believe is one that improves student learning and achievement, one that is healthy, thriving and continuously learning and improving. A successful charter school is one whose leadership is committed to long-term success of the institution, that the rules established for successful chartering are maintained and that the focus of its operation is on serving the public. As guardian of the public trust, the boards' responsibility is to ensure that all legal responsibilities fulfilled; that the schools mission is promoted and that financial viability of DMPCS is maintained.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. **The board has a fiduciary responsibility to set the Charter School's long term course and to ensure that it stays true to its mission. A board members responsibility is to believe in that mission; to support the mission and to promote the mission. While being objective, it is an important requirement that the interest and expectation of the board member is aligned with that of the charter school and the skills and knowledge of that member adds value to the board.**
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the Charter School's application, board by-laws and all proposed policies.**
22. Please provide any other information that you feel is pertinent to the Department's review.

**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: Brenda L. G. Smith, Ed.D.  
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: White Plains, New York 10605-2909

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

Business Address: (1) 140-6 West 137<sup>th</sup> Street, New York, NY 10030; (2) The Church Center for the United Nations; 777 UN Plaza, New York

Business E-Mail/Fax: (914) 428-5665

Charter School Name: Dr. Muriel Petioni Charter School

Charter School Address: 151 West 136<sup>th</sup> Street, New York, NY 10030

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

I am seeking to be appointed to the Board of Directors, Education Accountability 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.

**Background**

22. Please provide your educational and employment history. You may do so by attaching a résumé.   Resume Attached
23. 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.
24. 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.
25. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**Ms. Virginia Montague, a member of the Mother A.M.E. Zion Church of which I, too, am a member, invited me to a meeting to discuss the proposed Dr. Muriel Petioni Charter School. At this meeting, I met Dr. Conrad Graves, the Chairperson of the Central Harlem Interagency Program (C.H.I.P.S.), who invited me to be a part of the charter school “planning team.”**

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

**As one who grew up poor in the rural south, it was the high expectations, encouragement, moral support and sacrifices of my parents, extended family as well as the dedication, encouragement and effort expended by my teachers, that made me believe that there was a future for me; and that I could rise above my economic circumstances to earn a good living, enjoy the benefits of life, and contribute effectively and responsibly to society. Each made it very clear that I had to study hard, believe in myself as they believed in me and prepare myself so that I would be able to take advantage of any opportunity that became available to me. Thus, for 40 years, the education of all children, regardless of their cultural background and economic status, has been my primary concern. Although retired, I am still committed today to help improve outcomes for young people and help them achieve successful results. For the young people of the Harlem community, I believe the best is yet to come. I welcome the opportunity to serve on a board where the individuals work as a team, are respectful of each other’s abilities, and have one vision—providing for the students of the Harlem community a world-class education in a supportive and safe environment; one voice – encouraging a strong school-home-community partnership and unparalleled commitment and support for young people; and one goal – success for all students – producing life-long learners**

27. 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):

**X Yes. During my 40-year tenure in education, I served as teacher, assistant principal, vice principal, principal, assistant superintendent and superintendent of schools. As assistant**

superintendent, I planned, organized and executed a “Reading to Reach a Goal,” initiative that motivated more than 300 students to read 50 or more books during the school year. Many exceeded the goal, and with their teachers’ and parents’ support and encouragement, they reached their goal of 50 books in one semester. During the celebration of the students’ achievement, banners were presented to eight elementary schools that were recognized by the N.Y. State Education Commissioner as high-performing gap-closing schools. Attending the presentation and awards program were the former Education Commissioner and members of the Board of Regents. During my tenure as school superintendent, four elementary schools received the Blue Ribbon Schools Awards Designation by the U.S. Department of Education and were invited to Washington, D.C. by the Secretary of Education for the ceremony.

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

X This does not apply to me.  Yes.

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

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

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

X This does not apply to me.  Yes.

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

#### Conflict of Interest

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

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

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

**X Yes. My husband, Dr. Gregory Robeson Smith, Sr., and Ms. Virginia Montague, a member of the church that I attend, are also members of the prospective board.**

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

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

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

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 X No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 X Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  X This does not apply to me, my spouse or other family members.  Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 X None.  Yes.

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

**If I were to become aware that there is such an individual serving on the board, I would recommend that the person be given due process in the form of a hearing; and upon further investigation, if the charges are proven to be true, I would recommend the immediate release of the board member. If further warranted, I would recommend that charges be brought upon this individual.**

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. **The "planning team" of the proposed Dr. Muriel Petioni Charter School has been deliberate in its efforts to assess the perceived and documented education, health and social needs of the young people residing in the Harlem community. Dr. Muriel Petioni, in whose honor the proposed charter school is being named, continues to make significant contributions to the community by mentoring young physicians, serving on boards, serving as a guest speaker in the community's schools, and working to address issues pertaining to the health and wellness of the community's residents—both young and seasoned.**

**It is the team's strong belief that the community's youth will be able to thrive in a more personalized rigorous, standards-aligned education program. It is also our expectation that all students will not only be able to master the content; but through exemplary instruction, students will be able to make connections that will bring meaning to their lives.**

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

**The rigorous education and scholarship program of the proposed Dr. Muriel Petioni Charter School will provide a standards-aligned curriculum and assessment program that will focus on teaching and learning, and will address health education and leadership. This exemplary program will provide a unique opportunity for students not only to survive, but to thrive, to enjoy, to succeed, to demonstrate that they can achieve content mastery as well as apply the skills learned to reach beyond their grasp. It is expected that students will be motivated and encouraged to explore and conduct research. The proposed board has set high standards and expectations for itself, for its educational leader, staff, and high expectations for its students. The educational program and design addresses the individual needs, talents and interests of diverse learners and will ensure that students with special needs are educated in an inclusive environment, while ensuring the implementation of their individual education plans (I.E.P.). If afforded the opportunity to serve, I will provide an unwavering commitment of time and effort in working with the proposed board, school leader, educators and parents to help develop our future leaders and builders. It is expected that when our students take full advantage of this unique educational program, it will prepare and motivate them to reach for the stars and move on to higher education in some of this nation's most prestigious colleges and universities.**

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.

**I believe the following are characteristics of a successful charter school: a strong governance structure; a set of high standards and goals for the school, board, school leader, faculty, staff and students; academically accountable; rigorous and innovative standards-aligned curriculum and assessment program; financially accountable; school leader who has demonstrated and documented success in leading learning communities, who holds him/herself and staff accountable for student success; school leader, faculty and staff who love children and have high expectations of them, uses data to inform instruction, and want to ensure the success of ALL children placed in their care, including students with disabilities, high achievers, and English Language Learners; supportive parents (the school is an advocate for high parent involvement and deliberately involve parents in the education of their children); has extended-day programs; and provides opportunities for young people to participate in their own education. In order for a charter school to become and remain successful, there must first be a firm and unwavering commitment on the part of the board, the school leader, and faculty to ensure that its students receive an innovative, exciting, motivating and engaging education and assessment program where students will ENJOY coming to school to learn, where they will exceed state and national standards. The school will ensure that its board, school leader, faculty and staff receive ongoing professional development.**

**Other**

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

**My understanding of the appropriate role of a public charter school board member is to ensure that the school is in compliance with the regulations set forth by the Board of Regents in particular, and the law in general, governing the operation of charter schools. The board is also responsible for planning, setting and adopting policies, establishing a long-term vision, the maintenance of the school structure, the hiring of a school leader, adoption of a school budget and maintaining fiscal accountability, and is responsible for creating a climate that encourages and promotes excellence. Furthermore, the board is responsible for student outcomes and will be held accountable for the school's total academic program. The board, working collaboratively with the school leader, must ensure the community's full access to school's educational program, and the schools performance on New York State assessments. Just as there must be an assessment of the school leader's, students' and teachers' performance, as a board, we must also have ongoing assessments of our performance. As a team and individually, the education, training and development of board members must be ongoing. The board must have written policies including conflict of interest policies for the board's review and signature.**

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

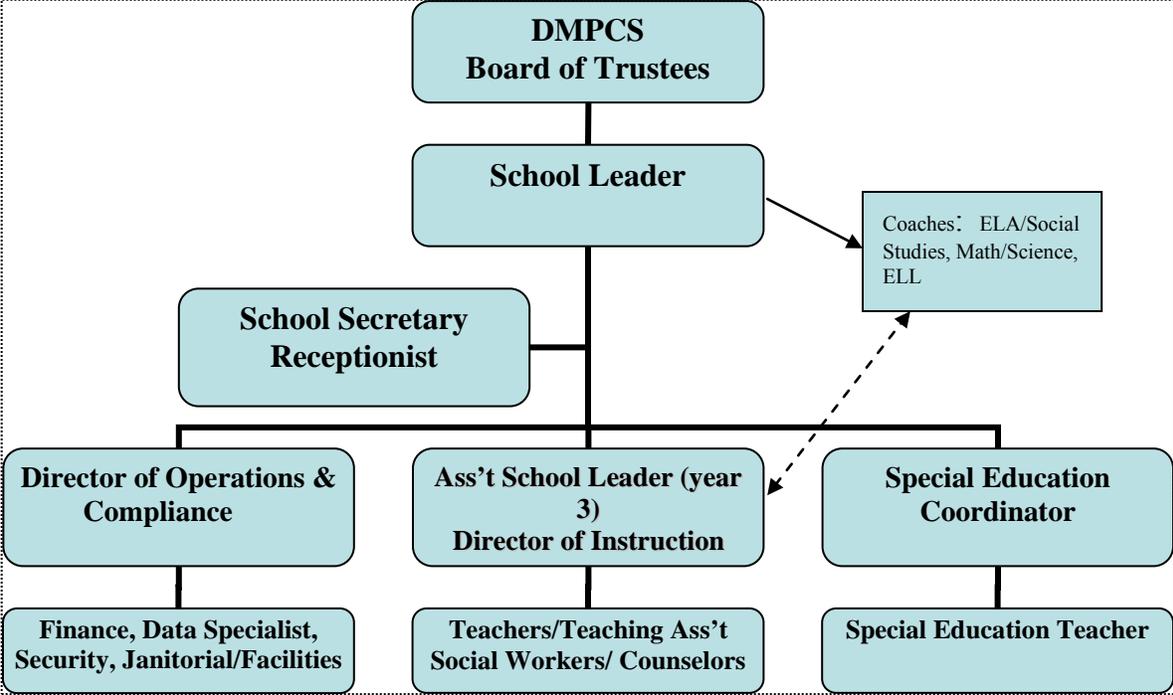
**I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**

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

review.

**Based on my previous experience, my commitment and dedication to young people, I feel I can be an asset to the board. As a result of my appointment in 2007 as a Non-Governmental Organizational Representative (NGO) in consultative status with the Department of Public Information (DPI) and the Economic and Social Council (ECOSOC) at the United Nations, I organized a “Youth Globalization Program” designed to educate students on the history, the achievements and continuing role of the UN in today’s society; also for the purpose of creating an interactive experience to personalize the UN organization for each student; assist in identifying student opportunities for long-term involvement in UN sponsored initiatives; to establish an on-going dialogue with student participants on world issues; and to further provide an opportunity for young people to celebrate the cultures and diversity of this country and the world in which we live. I have the opportunity to sponsor students from my previous school district and three other school districts to attend briefings at the UN, to participate in the Model UN Program and in other significant programs. Further, as a result of this exposure, I arranged for a group of 30 students to meet with the Kenyan Ambassador and his consuls. The students later traveled to Kenya where they built a school. Today, they continue to support that project. Additionally, through three not-for-profit organizations, I have made it possible for more than 90 students to receive college scholarships. As long as there is life, I must give back.**

Attachment 10  
Organizational Chart



**Job Description: School Leader**  
**Reports To: DMPCS Board of Trustees**  
**Hire: Winter/Spring 2011**

### **MAJOR DUTIES AND RESPONSIBILITIES**

The DMPCS School Leader is the administrator and educational leader of the school and bears a responsibility for the total operation of the school and all matters that concern the school.

The School Leader's responsibilities include acting as educational leader and consensus builder, supervisor and evaluator of staff, the developer and evaluator of programs for all students and the coordinator of curriculum and services. The School Leader must ensure compliance with the school's approved charter, board policies, appropriate governmental statutes, NYSED and NYC DOE regulations, and the No Child Left Behind Act..

The School Leader will maintain open channels of communication with parents, students, the school's staff, the community and the school's authorizer regarding progress towards the achievement of the school's goals and objectives and other school accomplishments as well as school practices and policies.

The School Leader will supervise all pedagogical full and part-time staff, including teachers, social workers, counselors, coaches, and a Director of Operations and Compliance.

In addition to the above responsibilities, the School Leader will perform all additional duties assigned by the Board of Trustees. In selecting a person to fulfill these responsibilities, the following criteria will be met:

#### **I. Vision**

- A. The School Leader will have knowledge and understanding of:
  - 1. The vision and mission of DMPCS, including its commitment to promote the physical, social, emotional and moral growth of all of its students in a nurturing, inclusive environment with high expectations, inspiring every student to recognize their potential and realize their dreams.
  - 2. Group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student outcomes.
  - 3. Theories of child and human development, the teaching-learning process, and models of and processes for on-going school improvement.
  - 4. Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.
  
- B. The School Leader will be committed to:
  - 1. The centrality of students to the school vision and goals,
  - 2. Involving the school community in establishing the school vision and goals,
  - 3. Stewardship of the school vision,
  - 4. Sponsorship of school goals,
  - 5. Enabling students to think critically about complex issues,
  - 6. Belief that all adults in a building are accountable for student learning,

7. Thinking outside the box as it pertains to urban education,
8. Involving parents and the outside community in the functioning of the school,
9. The belief that all students can enroll in college,
10. Rigorous and effective professional development,
11. The development of a rigorous curriculum support by teacher diaries, and
12. Using data to inform instruction.

C. The School Leader will have demonstrated capacity and experience in:

1. Working collaboratively with the school community to develop and maintain a shared school vision,
2. Ensuring that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision,
3. Focusing the faculty on developing learning experiences that enable students to succeed in their current grade and to prosper in subsequent grades and as adults,
4. Fostering open communication with the school community and effectively conveying high expectations for student learning to the community,
5. Facilitating and supporting school-wide collaboration and the exchange of ideas,
6. The use of data to inform instruction,
7. Working in high performing school(s) as part of the management team,
8. Working collaboratively with all parties including, but not limited to, institutional partners, teachers, parents, Trustees, and community,
9. Innovative instruction and ongoing school improvement, and
10. Monitoring, assessing, and revising the school vision and goals as needed.

II. Teaching and Learning

A. The School Leader will have knowledge and understanding of:

1. The curriculum and instructional methodology of DMPCS, as described in the school's charter,
2. Relevant research related to teaching, learning, curriculum development and integration, and motivating instructional staff,
3. Methods for effectively communicating high standards and high expectations for student achievement,
4. Supervisory and observational techniques that promote effective teaching and learning,
5. Authentic and research-based methods for assessing student learning, and
6. Relevant technologies and their use in enhancing student learning.

B. The School Leader will be committed to:

1. All children learning at high levels and engaging in life-long learning,
2. High school students entering college prior to high school graduation,
3. Collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking, and
4. Developing a caring environment that nurtures teaching and learning.

C. The School Leader will have demonstrated capacity and experience in:

1. Identifying, modeling and promoting effective teaching strategies that enable students to apply what they learn to real world experiences;
2. Encouraging and supporting both the use of innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;
3. Conducting classroom visits and periodic observations, providing constructive feedback to faculty and staff, and suggesting models of effective teaching techniques when needed
4. Fostering a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized
5. Promoting collaboration and team building among faculty.

### III. School Management

- A. The School Leader will have knowledge and understanding of:
  1. The operational design and management plan of DMPCS, as described in the school's charter,
  2. Organizational theory and principals of organizational development,
  3. Human Resources management and development, including related/support/ancillary services,
  4. Relevant local, state and federal laws, policies, regulations, and procedures,
  5. Sound fiscal procedures and practices,
  6. Time management to maximize the effectiveness of the organization, and
  7. Current technologies that support management functions
- B. The School Leader will be committed to:
  1. Building a safe, orderly environment,
  2. Upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services,
  3. Upholding high standards in the day-to-day operation of the school and using current technology to support and improve school operations,
  4. Making management decisions to enhance learning and teaching, and
  5. Involving members of the school community in shared decision-making processes
- C. The School Leader will have demonstrated capacity and experience in:
  1. Maintaining a safe, secure, clean, and aesthetically pleasing physical school plant,
  2. Establishing and/or implementing policies, regulations, and procedures that promote effective school operations,
  3. Maintaining a positive, safe and supportive school environment and implementing student discipline policies,
  4. Managing fiscal resources responsibly, efficiently, and effectively,
  5. Managing human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff,

6. Monitoring support services such as transportation, food, health, and extended care responsibly,
7. Coordinating appropriate co-curricular and extra-curricular activities,
8. Using shared decision making effectively in the management of the school,
9. Using technology effectively to manage school operations, and
10. Monitoring and evaluating school operations and using feedback appropriately to enhance effectiveness.

#### IV. School Improvement

- A. The School Leader will have knowledge and understanding of:
  1. Establishing challenging standards for him/herself, faculty, students, and the school,
  2. Strategies for monitoring progress toward reaching the standards,
  3. Relevant professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes, and
  4. Methods of data collection, analysis, interpretation, and program evaluation.
- B. The School Leader will be committed to:
  1. Empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the school community,
  2. Building consensus and compromise among members of the school community, guided by the school vision and goals,
  3. Examining prior assumptions, practices, and beliefs in the light of new knowledge or circumstances and modifying such assumptions, practices and beliefs accordingly, and
  4. Encouraging faculty experimentation in order to maximize opportunities for all students to learn,
  5. Growing professionally and by engaging in professional development activities and making such activities available to others, and
  6. Promoting a school culture that values and promotes individual and collaborative reflection and learning.
- C. The School Leader will have demonstrated capacity and experience in:
  1. Providing ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals,
  2. Facilitating school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning,
  3. Fostering the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards, and
  4. Enhancing school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

**V. School-Community Relations**

- A. The School Leader will have knowledge and understanding of:
  - 1. The composition of the school community including demographic statistics and other relevant considerations,
  - 2. Successful, research-based strategies for establishing positive school-community relations and fostering parental and community participation,
  - 3. Outreach to targeted groups of students such as those with SPED and ELL classifications, and
  - 4. Techniques for promoting the positive aspects of the school and communicating with the media effectively; and
  
- B. The School Leader will be committed to:
  - 1. Establishing a partnership with the school's community for mutually supportive relationships,
  - 2. Promoting the school as an integral part of the community,
  - 3. Diversity as a strength,
  - 4. Fully developing the early college entrance program at the school with CUNY, and
  - 5. Promoting the positive aspects of the school and involving the community in school affairs
  
- C. The School Leader will have demonstrated capacity and experience in:
  - 1. Becoming an integral part of the community and ensuring that the school is meaningfully integrated into the life of the community,
  - 2. Using community resources to enhance the quality of school programs, including those resources available through business, appropriate government agencies, institutions of higher learning (specifically CUNY), and community-based nonprofit organizations, and
  - 3. Communicating effectively both interpersonally and through the media

**VI. Professional Development**

- A. The School Leader will have knowledge and understanding of:
  - 1. The professional development philosophy, plan and programs of DMPCS, as described in the school's charter,
  - 2. Relevant research related to motivation, adult learning, staff development, sound pedagogical practices, emerging technologies; and assessments,
  - 3. Most effective profession development and learning opportunities for teachers and staff, and
  - 4. Organizational learning for school cultures, goal setting, change processes, and group dynamics; and resource management.
  
- B. The School Leader will be committed to:
  - 1. Lifelong learning for him/herself and others,
  - 2. Enhancing faculty expertise and promoting collaborative work strategies, and
  - 3. Fostering creativity and establishing high expectations in him/herself and others.

- C. The School Leader will have demonstrated capacity and experience in:
1. Communicating a focused vision for both school and individual professional growth,
  2. Using research and data from multiple sources to design and implement professional development activities,
  3. Securing the necessary resources for meaningful professional growth,
  4. Supporting individual and collaborative professional development,
  5. Establishing appropriate and effective incentives for learning and growth and encourage participation in professional development activities at the national, state, and local levels, and
  6. Assessing the overall impact of professional development activities on the improvement of teaching and student learning

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS, as described in the school's charter.
- A minimum of five-years experience as a principal or assistant principal in a public school setting with a strong knowledge of leadership principles and practices gained through work experience and formal education.
- Exceptional speaking and writing skills.
- Exceptional knowledge of curriculum and instructional practices with strong business and operational knowledge and skills.
- Exceptional interpersonal skills and an effective communicator and strong motivator.
- A visionary who is a strong and confident decision-maker.
- Excellent time management and organizational skills.
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.
- Understanding of the use of data to inform daily teaching practices.
- Understanding and ability to model for teachers differentiated instruction.
- Ability to document with data all of the above competencies.

**Job Description:**     **Director of Operations and Compliance (DOC)**  
**Reports To:**         **School Leader, Hired with approval of Board of Trustees**  
**Hire:**                 **Winter/Spring 2011**

The Director of Operations and Compliance (DOC) ensures compliance with federal, state, and local government policies and procedures as it pertains to programmatic, regulatory, financial and operational audits in charter schools. S/he manages and coordinates the processing and reporting of operational, compliance, programmatic, and financial activities for the charter school. S/he develops internal controls designed to help safeguard the viability of the charter school aligned with all applicable regulations. The Director of Operations and Compliance will report directly to the School Principal.

### **Operational Responsibilities**

- Completing the school’s annual reports and the charter renewal.
- Working with the School Leader and other school staff and parents, responsible for completing all reports as specified under NCLB such as, the Consolidated Application, School Wide Plan, and Comprehensive Educational Plan.
- Completing all requirements under the Title Program as specified by NCLB.
- Ensuring all teachers have the appropriate certifications and thus sitting on hiring committees.
- Reporting statistics to the Board at every meeting, including but not limited to enrollment figures, student demographics, test results.
- Completing the School Safety Plan.
- Ensuring compliance to testing procedures as outlined by NYSED and NYC DOE.
- Working closely with the Board of Trustees on facilities management and design.
- Overseeing site management and development.
- Overseeing technology needs and operation
- Ensuring that the school site is maintained as a safe and clean environment.
- Recruiting, hiring, and training administrative & operations personnel—in coordination with the School Leader—including annual performance evaluation of administrative & operations personnel.
- Developing recommendations regarding human resources policies and reporting such recommendations to the Board.
- Developing and maintaining the school’s operational plan.
- Establishing strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Supervising and supporting all compliance-related reporting.
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Developing, modifying and implementing the school’s student recruitment/outreach plan, in cooperation of the School Leader, with a strong focus on enrolling low income families and students eligible for free or reduced lunch program, as well as students classified as SPED and ELL.

- Leading efforts to ensure effective communication with the parents and the community – including maintaining email lists/groups, an up-to-date web site and newsletters.
- Coordinating and supporting parent/family education and community events.
- Attending all board meetings and working with board members and committees to implement policies.
- Assisting with Board development.
- Working with the School Secretary on maintaining ATS.
- Overseeing all janitorial and custodian activities.
- Ensuring the required number of fire drills are completed.
- Overseeing the NYC DOE School Security Personnel.
- Overseeing, calculating, and administering the school's Performance Based Incentive payouts.
- Overseeing that the Open Meetings Law is complied with.
- Performing other tasks consistent with the goals and objectives of this position

**Fiscal Responsibilities: The DOC will actually be responsible for the following activities until 2013 when a Director of Finance will be hired. The DOC will then supervise the Director of Finance.**

- Working with the Finance Committee of the Board and the external accountant, ensures financial stability, sound financial planning, effective asset management and full compliance with government and charter audit requirements. Serves on the Board Finance Committee.
- Responsible for planning, organizing and directing all day-to-day fiscal operations of the charter school.
- Coordinates fund development, including the creation and implementation of long-term financial development plan, donor management and the acquisition of entitlement and competitive grants and corporate sponsorships.
- Works with Board Treasurer, outside auditors and charter authorizer to address operational improvements and recommends actions identified as part of the annual audit.
- Establishes and maintains accurate and timely fiscal records and reports for ongoing analysis of the organization's fiscal condition.
- Submits periodic financial reports to Treasurer and Board of Trustees. Submits all financial reports required by its charter authorizer and the New York State Education Department.
- Monitors legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance
- Maintains accounting records for funds received and distributed.
- Oversees payroll processing and required tax reporting.
- Audits for adequacy and effectiveness of the charter school's internal financial control and reporting systems.
- Assures the charter school meets specifically assigned ongoing and annual operational and financial objectives.
- Reviews and advises on all reports that have financial implications.
- Assists with developing and monitoring the charter school's annual budget.
- Reviews financial statements for accuracy of account classification and analyzes activities in various accounts.

- Assumes overall responsibility of the integrity and adherence to individual and professional standards of all financial activities, including individual school financial recordkeeping.
- Responsible for accounts payable for timely payment to vendors.
- Performs other duties as needed or requested by the School Principal or Board Treasurer

**Minimum Qualifications and Training**

- Bachelor's degree in business or closely related field; Bachelor's degree in any degree if experienced in this position.
- Master's degree in Administration preferred.
- Five years experience in administrative position in an educational environment.
- Experience in an administrative position in a charter school preferred.
- Knowledgeable of all Education Codes, including, but not limited to those sections covering school accountability and compliance, educational requirements, and finance requirements, accounting procedures, and the audit process.
- Prior successful experience with principles, practices and methods of compliance, accountability, educational, and financial management, budget preparation and control.
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing.
- Working knowledge of Federal programs and grants
- Ability to prepare clear, concise, accurate and complete accountability reports (in all operations areas) including statistical analysis.
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of relevant laws, regulations and charter authorizer requirements.
- Such alternatives to the above qualifications as the School Principal and Board Treasurer may find appropriate or acceptable

**Job Description:** School Secretary  
**Reports To:** School Leader, with responsibilities to the DOC  
**Hire:** Winter/Spring 2011

The School Secretary is responsible for managing the Principal's schedule and calendar and organizing and supervising all the main administrative activities that facilitate the smooth and efficient running of the main office. The School Secretary reports directly to the School Principal, but is expected to carry out tasks as requested by the Director of Operations and Compliance.

**Responsibilities:**

- Overall responsibility for entering data on ATS. ATS is the basis of all NCLB, AYP, and grow is measured through the data on ATS. The School Secretary will answer to the DOC for this very central role. This activity will take precedent over all others.
- Answering general telephone and email enquiries, and re-directing calls to appropriate administrators, faculty and staff members.
- Maintaining office appliances including computers, photocopier, fax machine, including interacting with suppliers and service engineers and taking responsibility for contracts and their fulfillment.
- Coordinating internal meetings and appointments, including—
  - Managing meeting room bookings
  - Welcoming guests on arrival
  - Ordering lunch where required
  - Clearing rooms after meetings have finished
  - Collating meeting information
  - Posting all meeting in accordance with the Open Meetings Law
  - Taking minutes during Board of Trustee meetings and Committee meetings
- Ordering, monitoring and maintenance of all external supplies and services, including:
  - Managing the telephone system
  - Ordering stationery and other supplies
  - Receiving office deliveries and checking such office deliveries against documentation
  - Monitoring supplied services for quality and cost-effectiveness
  - Ordering teacher materials on FAMIS
- Overseeing school security procedures, in close coordination with the DOC
- Managing postal operations, including:
  - Ensuring that all post is collected daily and on time
  - Ensuring that special/recorded delivery items are sent correctly
  - Distributing incoming post to relevant members of staff each morning
  - Preparing and franking large mailings when required
  - Arranging couriers as and when required and signing for incoming deliveries
- Managing personnel-related records and activities, including:
  - Maintaining records of staff holidays and absence
  - Coordinating temporary staff contracts,
  - Formulating general office induction procedures

- Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date
- Distributing papers/information packs for all meetings organized by the school staff.
- Filing, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format)
- Ensuring that school calendar is kept up-to-date with all conferences/meetings
- Managing/assisting with other assignments or ad hoc tasks as and when required

**Minimum Qualifications and Training:**

- Minimum of Associates Degree or secretarial training
- Demonstrated and successful record of prior employment in an administrative or secretarial capacity in an educational environment.
- Knowledge of and experience with relevant technologies.
- Commitment to continuous improvement and learning through professional development.
- Love of students and the belief that all children can and will learn.

**Job Description:** Classroom Teacher  
**Reports To:** School Leader  
**Hire:** July 2011

DMPCS classroom teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. Classroom Teachers report directly to the School Leader.

**Responsibilities:**

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the DMPCS community.
- Build relationships with families of DMPCS students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.
- Use common planning time effectively.
- Maintain diary mapping that aligns with the schools curriculum and pacing schedule.
- Working with peer teachers, develop common assessments for the purpose of tracking student growth over time in the entire school.
- Agree to use the school's approved curriculum and any special programs purchased.
- Participate actively in the school's professional development program and use the software for tracking student progress.
- Agree to develop personal learning goals each year.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS as described in the school’s charter.
- Fulfillment of all NCLB “highly qualified” requirements in his/her area.
- Minimum of three-years teaching in an elementary as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor’s Degree, or higher degree, in Education
- Appropriate New York State certifications.
- Bilingual (Spanish/English) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through professional development.
- Love of students and the belief that all students can and will learn.
- Commitment to the Harlem community.

**Job Description:**     **Technology Teacher**  
**Reports To:**        **School Leader**  
**Hire:**                **July 2011**

The DMPCS Technology teacher is responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. The Technology Teacher reports directly to the School Leader.

**Responsibilities:**

The responsibilities of the Technology Teacher are identical to that of the classroom teacher with one exception. The Technology Teacher will work directly with the classroom teachers, integrating technology into the lesson planning of the subjects. The Technology Teacher does not teach a separate class in the beginning years of the school but integrates all technology within existing classrooms.

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of DMPCS as described in the school’s charter.
- Fulfillment of all NCLB “highly qualified” requirements in his/her area.
- Minimum of three-years teaching in an elementary as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor’s Degree, or higher degree, in Education
- Appropriate New York State certifications.
- Bilingual (Spanish/English) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through professional development.
- Love of students and the belief that all students can and will learn.
- Understanding of and belief in co-teaching.
- Commitment to the Harlem community.

### **Job Description—Special Education Teacher**

The Special Education Teacher provides consultation with and support to general education teachers in addressing the needs of their students with IEPs in the general education classrooms as well as providing resource room instruction for children whose IEP requires instructional time outside of an inclusion setting. The Special Education Teacher will report to the Principal.

#### **Responsibilities:**

- Conduct ongoing training for regular and special education teachers and instructional assistants regarding inclusive education practices, curriculum modifications and behavior interventions for special needs students in general education classrooms.
- Assist classroom teachers in adapting curriculum for special needs students, and provides modified curriculum and resources as needed by classroom teachers.
- Assist classroom teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Model teaching strategies and techniques for classroom teachers for special needs students in general education classroom.
- Provide resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.
- Provide consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers.
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attend IEP and staff/parent meetings of students with special needs in general education classrooms, as requested.
- Maintain a data base of inclusion students
- Assist general education teachers in problem solving and program issues related to inclusive education practices.

#### **Minimum Qualifications and Training:**

- Minimum Masters Degree in Special Education
- Appropriate state certification as a special education teacher and any other credentialing required
- Knowledge of special education laws and requirements;
- At least three years of successful experience in classroom teaching experience with students with special needs is desirable before assignment to this position.

*Special Education Teacher Candidates must possess knowledge of:*

Principles, practices, and trends, affecting inclusion programs; organization, planning, and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques.

*Successful Candidates will demonstrate ability to:*

- Plan, organize, and coordinate full inclusion program;
- Supervise in the development of strategies for curriculum modifications;

- Develop and present training for teachers in best practices regarding full inclusion;
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions;
- Communicate effectively in oral and written form to a variety of audiences.

**Job Description—Social Worker**

The ECS Social Worker will support the school in addressing the social, emotional, developmental and emotional needs of the school's students and families, and in helping students and families access appropriate services and resources.

**Responsibilities:**

- Counseling students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing students' problems and arranging for services.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Developing and reviewing service plans in consultation with students, their families and school staff, and performing follow-ups assessing the quantity and quality of services provided.
- Collecting supplementary information needed to assist students, such as medical records, or school reports.
- Supporting school staff in addressing issues such as suspected child abuse and neglect. Acting as school liaison with the child welfare authorities.
- Assisting with such legal issues as hearings and providing testimony to inform custody arrangements.
- Providing, finding or arranging for support services for ECS families, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.
- Referring students to community resources for services.
- Maintaining case history records and preparing reports.
- Addressing emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arranging for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Serving as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who face problems such as disabilities, abuse or poverty.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the ECS, as described in the school's charter.
- A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred.
- Appropriate New York State Certification
- Bilingual (Spanish/English) helpful
- Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment.

- Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas.
- Commitment to continuous improvement and learning through professional development.



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

# Dr. Muriel Petioni Charter School

Contact Name:	Selvin Osbourn
Contact Email:	selvinr@sprynet.com
Contact Phone:	914.593.0247

	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

**Dr. Muriel Petioni Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
January 1, 2012 to June 30, 2012**

<b>Total Revenue</b>	228,000
<b>Total Expenses</b>	227,910
<b>Net Income</b>	90
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**DESCRIPTION OF ASSUMPTIONS**

**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 New York City	13,527	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		-

**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		-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		-

**LOCAL and OTHER REVENUE**

Contributions and Donations	228,000	\$3,000 donated accounting; \$225,000 donation from James Varick Comm Cntr.
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	228,000	

<b>TOTAL REVENUE</b>	<b>228,000</b>
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions		
Executive Management	1.00	65,000	School Leader base salary \$130,000 pro-rated for 6 months
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	45,000	Dir. Of Operations & Compliance base salary \$90,000 pro-rated for 6 months
Administrative Staff	1.00	16,000	School Secretary base salary \$32,000 pro-rated for 6 months
<b>TOTAL ADMINISTRATIVE STAFF</b>	3.00	126,000	

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

	3.00	126,000
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	14,490	Payroll taxes, medicaid, FICA, DIU, Worker's Comp: 11.5%
Fringe / Employee Benefits	9,600	Health, dental, life: \$6,400 annual benefit package per employee
Retirement / Pension	2,520	2% of payroll
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	26,610	

**TOTAL PERSONNEL SERVICE COSTS**

	3.00	152,610
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Dr. Muriel Petioni Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012		
<b>Total Revenue</b>	228,000	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	227,910	
<b>Net Income</b>	90	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>CONTRACTED SERVICES</b>		
Accounting / Audit	3,000	Accounting services are being donated, this is end of year audit by external firm status
Legal	7,500	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	10,000	Grant writing consultant
<b>TOTAL CONTRACTED SERVICES</b>	<b>20,500</b>	
<b>SCHOOL OPERATIONS</b>		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	4,000	Fax machine and office furniture
Telephone	-	
Technology	2,800	Computers, printers, software for three staff
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	6,000	\$1,000 per month for various paper, copying, general office supplies
Staff Development	-	
Staff Recruitment	15,000	Job posting, supplies for job fairs
Student Recruitment / Marketing	15,000	Marketing, postings, supplies
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>42,800</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	12,000	D&O and General Liability Insurance
Janitorial	-	Services dontaed by James Varick Center
Building and Land Rent / Lease	-	Space dontaed by James Varick Center
Repairs & Maintenance	-	Services dontaed by James Varick Center
Equipment / Furniture	-	Equipment dontaed by James Varick Center
Security	-	Services dontaed by James Varick Center
Utilities	-	Untillities dontaed by James Varick Center
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>12,000</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	
<b>TOTAL EXPENSES</b>	<b>227,910</b>	
<b>NET INCOME</b>	<b>90</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 New York City	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	<b>-</b>	
<b>REVENUE PER PUPIL</b>	<b>-</b>	
<b>EXPENSES PER PUPIL</b>	<b>-</b>	

Dr. Muriel Petioni Charter School  
Full Application Attachments

Dr. Muriel Petioni Charter School  
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD  
January 1, 2012 to June 30, 2012

<b>Total Revenue</b>	<b>41,000</b>	<b>39,700</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,745</b>	<b>228,000</b>
<b>Total Expenses</b>	<b>40,985</b>	<b>39,685</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,685</b>	<b>227,910</b>
<b>Net Income</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>
<b>Cash Flow Adjustments</b>	<b>-</b>						
<b>Beginning Cash Balance</b>	<b>-</b>						
<b>Net Income</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>

	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
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 New York City	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>						
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>-</b>						
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	41,000	39,700	39,185	38,685	34,685	34,745	228,000
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>41,000</b>	<b>39,700</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,745</b>	<b>228,000</b>
<b>TOTAL REVENUE</b>	<b>41,000</b>	<b>39,700</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,745</b>	<b>228,000</b>

	No. of Positions	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	1.00	10,833	10,833	10,833	10,833	10,833	10,833	65,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,500	7,500	7,500	7,500	7,500	7,500	45,000
Administrative Staff	1.00	2,667	2,667	2,667	2,667	2,667	2,667	16,000
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>126,000</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>21,000</b>	<b>126,000</b>
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	2,415	2,415	2,415	2,415	2,415	2,415	14,490
Fringe / Employee Benefits	-	1,600	1,600	1,600	1,600	1,600	1,600	9,600
Retirement / Pension	-	420	420	420	420	420	420	2,520
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>4,435</b>	<b>4,435</b>	<b>4,435</b>	<b>4,435</b>	<b>4,435</b>	<b>4,435</b>	<b>26,610</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>3.00</b>	<b>25,435</b>	<b>25,435</b>	<b>25,435</b>	<b>25,435</b>	<b>25,435</b>	<b>25,435</b>	<b>152,610</b>

Dr. Muriel Petioni Charter School  
Full Application Attachments

Dr. Muriel Petioni Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012							
	41,000	39,700	39,185	38,685	34,685	34,745	228,000
<b>Total Revenue</b>	<b>41,000</b>	<b>39,700</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,745</b>	<b>228,000</b>
<b>Total Expenses</b>	<b>40,985</b>	<b>39,685</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,685</b>	<b>227,910</b>
<b>Net Income</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>
<b>Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Beginning Cash Balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Income</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	500	500	500	500	500	500	3,000
Legal	1,250	1,250	1,250	1,250	1,250	1,250	7,500
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	2,500	-	2,500	2,500	2,500	10,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>1,750</b>	<b>4,250</b>	<b>1,750</b>	<b>4,250</b>	<b>4,250</b>	<b>4,250</b>	<b>20,500</b>
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	4,000	-	-	-	-	-	4,000
Telephone	-	-	-	-	-	-	-
Technology	2,800	-	-	-	-	-	2,800
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	3,000	5,000	5,000	1,000	1,000	15,000
Student Recruitment / Marketing	4,000	4,000	4,000	1,000	1,000	1,000	15,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>11,800</b>	<b>8,000</b>	<b>10,000</b>	<b>7,000</b>	<b>3,000</b>	<b>3,000</b>	<b>42,800</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>12,000</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>							
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
<b>TOTAL EXPENSES</b>	<b>40,985</b>	<b>39,685</b>	<b>39,185</b>	<b>38,685</b>	<b>34,685</b>	<b>34,685</b>	<b>227,910</b>
<b>NET INCOME</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>
<b>CASH FLOW ADJUSTMENTS</b>							
<b>OPERATING ACTIVITIES</b>							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>
<b>Beginning Cash Balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>ENDING CASH BALANCE</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>90</b>

**Dr. Muriel Petioni Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2012 to June 30, 2013**

**Full Application Attachments  
DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	2,063,118	336,772	-	-	70,000	2,469,890
<b>Total Expenses</b>	1,957,354	229,512	-	-	70,000	2,256,865
<b>Net Income</b>	105,764	107,260	-	-	-	213,025
<b>Actual Student Enrollment</b>	133	17				150
<b>Total Paid Student Enrollment</b>	133	17				150

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

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 New York City	13,527	1,799,091	229,959	-	-	-	2,029,050
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	-	1,799,091	229,959	-	-	-	2,029,050
Special Education Revenue	-	-	76,230	-	-	-	76,230
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	148,919	7,531	-	-	-	156,450
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		1,948,010	313,720	-	-	-	2,261,730

Per Pupil = \$13,527

Per SPED pupil all conservatively esimated 7 students at 20-59% for \$10,890

Base of \$90,000 + (150 students \* \$443)

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-	21,760	-	-	-	-	21,760
Title I	60,000	-	-	-	-	-	60,000
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	36,000	-	-	-	-	-	36,000
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		96,000	21,760	-	-	-	117,760

\$1,280 per 17 students

Conservatively assumes 80% poverty rate at \$500 per pupil

Assumes 80 students for 200 days at \$1.50 (80% poverty level)

Will apply for if available but not included here

**LOCAL and OTHER REVENUE**

Contributions and Donations	-	-	-	-	70,000	-	70,000
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	9,000	-	-	-	-	-	9,000
Text Book	10,108	1,292	-	-	-	-	11,400
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	19,108	1,292	-	-	70,000	-	90,400

\$70,000 accounting services donation Yr 1

Fund raising plan in place, awaiting charter & 501(c)3

Will apply for but takes will take into Yr 2 to receive.

Assumes 20 students for 200 days at \$1.50 (80% poverty level)

Assumes \$76 per student through NYSTL

<b>TOTAL REVENUE</b>	<b>2,063,118</b>	<b>336,772</b>	<b>-</b>	<b>-</b>	<b>70,000</b>	<b>-</b>	<b>2,469,890</b>
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Executive Management	1.00	136,500	-	-	-	-	136,500
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	82,503	10,395	-	-	-	92,898
Administrative Staff	2.00	61,600	-	-	-	-	61,600
<b>TOTAL ADMINISTRATIVE STAFF</b>	4.00	280,603	10,395	-	-	-	290,998

Annual salary with 3% raise; incentive based on student outcomes in line 101

Annual salary with 3% raise; incentive based on student outcomes in line 101

Annual salary with 3% raise; incentive based on student outcomes in line 101 + new assistant

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	6.00	347,100	42,900	-	-	-	390,000
Teachers - SPED	1.00	-	65,000	-	-	-	65,000
Substitute Teachers	-	12,600	2,100	-	-	-	14,700
Teaching Assistants	1.00	29,370	3,630	-	-	-	33,000
Specialty Teachers	2.00	115,700	14,300	-	-	-	130,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	53,400	6,600	-	-	-	60,000
Other	1.00	48,950	6,050	-	-	-	55,000
<b>TOTAL INSTRUCTIONAL</b>	12.00	607,120	140,580	-	-	-	747,700

6 regular grade 6 classroom teachers; 25 students per class\*\$65,000 per; assumes all start in July

1 special education teacher at 465,000

70 days (10 sick days per 7 teachers) annually \* 5 hours \* UFT \$42 per session

1 assistant teacher at \$33,000

1 technology teacher and 1 PE/Health Teacher at \$65,000 each

1 Social Worker at \$60,000

1 data specialist for systems for compliance and data driven decision making

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	1.00	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-
Security	1.00	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	3.00	-	-	-	-	-	-

To be provided through DOE, Dept. of Health, or Harlem Hospital

Provided through contract with James Varick

Provided through School Safety Officers through DOE

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	19.00	887,723	150,975	-	-	-	1,038,698
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**PAYROLL TAXES AND BENEFITS**

Dr. Muriel Petioni Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE  
July 1, 2012 to June 30, 2013

	2,063,118	336,772	-	-	70,000	2,469,890
<b>Total Revenue</b>	2,063,118	336,772	-	-	70,000	2,469,890
<b>Total Expenses</b>	1,957,354	229,512	-	-	70,000	2,256,865
<b>Net Income</b>	105,764	107,260	-	-	-	213,025
<b>Actual Student Enrollment</b>	133	17	-	-	-	150
<b>Total Paid Student Enrollment</b>	133	17	-	-	-	150
	<b>PROGRAM SERVICES</b>		<b>SUPPORT SERVICES</b>			
	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>OTHER</b>	<b>FUNDRAISING</b>	<b>MANAGEMENT &amp; GENERAL</b>	<b>TOTAL</b>
Payroll Taxes	102,088	17,362	-	-	-	119,450
Fringe / Employee Benefits	102,400	6,400	-	-	-	108,800
Retirement / Pension	17,502	3,020	-	-	-	20,522
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	221,991	26,782	-	-	-	248,772
<b>TOTAL PERSONNEL SERVICE COSTS</b>	19.00	1,109,714	177,757	-	-	1,287,470
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	17,800	2,200	-	-	70,000	90,000
Legal	6,675	825	-	-	-	7,500
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	39,900	5,100	-	-	-	45,000
Payroll Services	2,500	-	-	-	-	2,500
Special Ed Services	-	17,000	-	-	-	17,000
Titement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	71,200	8,800	-	-	-	80,000
<b>TOTAL CONTRACTED SERVICES</b>	138,075	33,925	-	-	70,000	242,000
<b>SCHOOL OPERATIONS</b>						
Board Expenses	1,100	-	-	-	-	1,100
Classroom / Teaching Supplies & Materials	24,650	-	-	-	-	24,650
Special Ed Supplies & Materials	-	3,400	-	-	-	3,400
Textbooks / Workbooks	33,250	4,250	-	-	-	37,500
Supplies & Materials other	7,841	204	-	-	-	8,045
Equipment / Furniture	117,524	9,976	-	-	-	127,500
Telephone	12,000	-	-	-	-	12,000
Technology	42,400	-	-	-	-	42,400
Student Testing & Assessment	9,000	-	-	-	-	9,000
Field Trips	4,500	-	-	-	-	4,500
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	12,000	-	-	-	-	12,000
Staff Development	10,000	-	-	-	-	10,000
Staff Recruitment	15,000	-	-	-	-	15,000
Student Recruitment / Marketing	10,000	-	-	-	-	10,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	10,000	-	-	-	-	10,000
Other	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	309,265	17,830	-	-	-	327,095
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	25,000	-	-	-	-	25,000
Janitorial	20,000	-	-	-	-	20,000
Building and Land Rent / Lease	230,000	-	-	-	-	230,000
Repairs & Maintenance	56,800	-	-	-	-	56,800
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	43,500	-	-	-	-	43,500
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	375,300	-	-	-	-	375,300
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	-	-	-	-	25,000
<b>TOTAL EXPENSES</b>	1,957,354	229,512	-	-	70,000	2,256,865
<b>NET INCOME</b>	105,764	107,260	-	-	-	213,025
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 New York City	133	17	-	-	-	150
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	133	17	-	-	-	150
<b>REVENUE PER PUPIL</b>	15,512	19,810	-	-	-	16,466
<b>EXPENSES PER PUPIL</b>	14,717	13,501	-	-	-	15,046

Calculated to be 11.5% of total personnel costs  
\$6,400 benefits package  
Based on 2% of entire salary minus substitute teacher expenses

\$70,000 for Accounting Fees Contract and \$20,000 for Annual Audit  
Estimated legal fees required

Is offset by income above 100 students \* \$1.50 \* 200 days  
Standard cost of payroll services  
Estimated at \$1,000 per student beyond special ed monies above  
Provided in house by staff already listed  
assumes July start date

General costs for training materials  
Estimated at \$1150 for 11 months; \$12,000 for library materials  
Estimated at \$200 per student  
Estimated to be \$250 per student  
Testing/Curriculum Software: SunGard \$5,250 implementation+995 Reader + \$12 per student  
student (\$60,000); Instruction Equip = \$11,500; sports/art/music supplies = \$2,500  
Estimated at \$1,000 per month  
Server = \$5,000; staff Computers = \$7,200; interactive white boards & student computers = 30,200  
Scantron Diagnostic and Performance series in Reading, Math, & Science  
Estimated at \$30 per student  
All students will have metro cards supplied by Office of Pupil Transportation through DOE  
elsewhere  
\$1000/day for curriculum, testing, classroom management PD  
Included above in contractual services  
HVAC/Boiler Main. = \$10,000; Fire Central Station = \$30,000; Exterminator = \$6,000; Elevator Main. = \$10,800  
Included above as per instruction (non-instructional furniture line125)  
Provided by School Safety through DOE

Dr. Muriel Petioni Charter School  
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS  
July 1, 2012 to June 30, 2013

<b>Total Revenue</b>	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890
<b>Total Expenses</b>	286,409	245,330	187,675	155,375	158,500	158,725	174,400	162,000	166,500	158,375	164,025	239,550	2,256,865	
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
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 New York City	13,527	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	2,029,050
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)	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	169,088	2,029,050
Special Education Revenue	-	-	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	76,230
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	15,645	15,645	15,645	15,645	15,645	15,645	15,645	15,645	15,645	15,645	156,450
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	169,088	169,088	192,356	192,356	192,356	192,356	192,356	192,356	192,356	192,356	192,356	192,356	2,261,730
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	2,176	21,760
Title I	-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	36,000
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	11,776	11,776	11,776	11,776	11,776	11,776	11,776	11,776	11,776	11,776	117,760
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	70,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	900	900	900	900	900	900	900	900	900	900	9,000
Text Book	-	11,400	-	-	-	-	-	-	-	-	-	-	11,400
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	11,400	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	90,400
<b>TOTAL REVENUE</b>	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890

Dr. Muriel Petioni Charter School  
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS  
July 1, 2012 to June 30, 2013

	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890
<b>Total Revenue</b>	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890
<b>Total Expenses</b>	286,409	245,330	187,675	155,375	158,500	158,725	174,400	162,000	166,500	158,375	164,025	239,550	239,550	2,256,865
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	(27,519)	213,025
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	(27,519)	213,025
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
<b>EXPENSES</b>														
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>														
	No. of Positions													
Executive Management	1.00	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	11,375	136,500
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	7,742	92,898	
Administrative Staff	2.00	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	61,600	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.00</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>24,250</b>	<b>290,998</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	6.00	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	32,500	390,000
Teachers - SPED	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Substitute Teachers	-	-	-	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	1,470	14,700
Teaching Assistants	1.00	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	33,000
Specialty Teachers	2.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Other	1.00	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
<b>TOTAL INSTRUCTIONAL</b>	<b>12.00</b>	<b>61,083</b>	<b>61,083</b>	<b>62,553</b>	<b>747,700</b>									
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>85,333</b>	<b>85,333</b>	<b>86,803</b>	<b>1,038,698</b>									
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes		9,954	9,954	9,954	9,954	9,954	9,954	9,954	9,954	9,954	9,954	9,954	9,954	119,450
Fringe / Employee Benefits		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	108,800
Retirement / Pension		1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	20,522
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>14,064</b>	<b>248,772</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>99,398</b>	<b>99,398</b>	<b>100,868</b>	<b>1,287,470</b>									
<b>CONTRACTED SERVICES</b>														
Accounting / Audit		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Legal		2,500	-	-	-	-	-	-	-	-	-	2,500	2,500	7,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000
Payroll Services		208	208	208	208	208	208	208	208	208	208	208	208	2,500
Special Ed Services		-	-	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	17,000
Titement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
<b>TOTAL CONTRACTED SERVICES</b>		<b>16,875</b>	<b>14,375</b>	<b>20,575</b>	<b>23,075</b>	<b>23,075</b>	<b>242,000</b>							

Dr. Muriel Petioni Charter School  
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS  
July 1, 2012 to June 30, 2013

	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890
<b>Total Revenue</b>	169,088	180,488	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	212,032	2,469,890
<b>Total Expenses</b>	286,409	245,330	187,675	155,375	158,500	158,725	174,400	162,000	166,500	158,375	164,025	239,550	2,256,865	
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Net Income</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
<b>SCHOOL OPERATIONS</b>														
Board Expenses	-	550	-	-	-	-	-	-	-	-	-	550	1,100	
Classroom / Teaching Supplies & Materials	-	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	2,241	24,650	
Special Ed Supplies & Materials	1,700	850	-	-	-	850	-	-	-	-	-	-	3,400	
Textbooks / Workbooks	18,750	9,375	-	-	-	-	9,375	-	-	-	-	-	37,500	
Supplies & Materials other	8,045	-	-	-	-	-	-	-	-	-	-	-	8,045	
Equipment / Furniture	61,250	61,250	-	-	-	-	2,500	-	2,500	-	-	-	127,500	
Telephone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	
Technology	21,200	10,600	5,300	-	-	-	2,650	-	-	-	2,650	-	42,400	
Student Testing & Assessment	-	9,000	-	-	-	-	-	-	-	-	-	-	9,000	
Field Trips	-	-	-	-	1,125	-	-	1,125	1,125	-	-	1,125	4,500	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	
Staff Development	-	5,000	500	500	500	500	500	500	500	500	500	500	10,000	
Staff Recruitment	3,000	1,500	-	-	-	-	-	3,000	3,000	3,000	1,500	-	15,000	
Student Recruitment / Marketing	-	-	-	-	-	2,500	2,500	2,500	2,500	-	-	-	10,000	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	2,000	-	2,000	-	2,000	-	2,000	-	2,000	-	10,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	115,945	102,366	12,041	4,741	7,866	8,091	23,766	11,366	15,866	7,741	10,891	6,416	327,095	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000	
Janitorial	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000	
Building and Land Rent / Lease	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	230,000	
Repairs & Maintenance	4,733	4,733	4,733	4,733	4,733	4,733	4,733	4,733	4,733	4,733	4,733	4,733	56,800	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	43,500	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	54,192	29,192	29,192	29,192	29,192	29,192	29,192	29,192	29,192	29,192	29,192	29,192	375,300	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	25,000	-	-	-	-	-	-	-	-	-	25,000	
<b>TOTAL EXPENSES</b>	286,409	245,330	187,675	155,375	158,500	158,725	174,400	162,000	166,500	158,375	164,025	239,550	2,256,865	
<b>NET INCOME</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES</b>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>NET INCOME</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>ENDING CASH BALANCE</b>	(117,322)	(64,843)	24,356	56,656	53,531	53,306	37,631	50,031	45,531	53,656	48,006	(27,519)	213,025	

Dr. Muriel Petioni 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.							
	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17		
<b>Total Revenue</b>	2,469,890	4,306,488	6,012,915	6,011,970	6,211,970		
<b>Total Expenses</b>	2,256,865	4,287,529	5,891,250	5,962,500	6,153,108		
<b>Net Income (Before Cash Flow Adjustments)</b>	213,025	18,959	121,665	49,470	58,862		
<b>Actual Student Enrollment</b>	150	285	400	400	400		
<b>Total Paid Student Enrollment</b>	150	285	400	400	400		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
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 New York City	13,527	2,029,050	3,855,195	5,410,800	5,410,800	Estimated to remain at \$13527 each year	
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)	2,029,050	3,855,195	5,410,800	5,410,800	5,410,800	Conservatively estimated to increase by 5 students each year @ \$10,850	
Special Education Revenue	76,230	130,200	184,450	184,450	184,450		
Grants	-	-	-	-	-		
Stimulus	-	-	-	-	-	Will apply for if available, conservatively not included at this time	
DYCD (Department of Youth and Community Developmt.)	156,450	59,805	50,945	-	-	New students each year	
Other	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES	2,261,730	4,045,200	5,646,195	5,595,250	5,595,250		
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	21,760	40,128	56,320	56,320	56,320	Based on a conservative 11% SPED rate @ \$1,280 per student	
Title I	60,000	114,000	160,000	160,000	160,000	Based on a conservative 80% poverty rate @ \$500 per student	
Title Funding - Other	-	-	-	-	-	Other titles will be applied for but conservatively not included here	
School Food Service (Free Lunch)	36,000	68,400	96,000	96,000	96,000	80% of student X 200 days of school X \$1.50 per day	
Grants	-	-	-	-	-		
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	Will apply for all for which school is eligible	
Other	-	-	-	-	-	Will apply for all for which school is eligible	
Other	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES	117,760	222,528	312,320	312,320	312,320		
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	70,000	-	-	-	100,000	AJS accounting services donation: \$100,000 guaranteed grant from James Varick Comm. Center	
Fundraising	-	-	-	50,000	150,000	Will continue to elicit throughout the years	
Erate Reimbursement	-	-	-	-	-	Will apply for as applicable	
Earnings on Investments	-	-	-	-	-		
Interest Income	-	-	-	-	-		
Food Service (Income from meals)	9,000	17,100	24,000	24,000	24,000	20% of student X 200 days of school X \$1.50 per day	
Text Book	11,400	21,660	30,400	30,400	30,400	\$76 per student through NYSTL	
OTHER	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	90,400	38,760	54,400	104,400	304,400		
<b>TOTAL REVENUE</b>	<b>2,469,890</b>	<b>4,306,488</b>	<b>6,012,915</b>	<b>6,011,970</b>	<b>6,211,970</b>		
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	136,500	143,325	150,491	158,016	166,549	5% raise
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	155,000	162,750	170,888	179,431.88	Spec Ed Coordinator added Yr 2; Director of Instruction/Curriculum added Yr2
CFO / Director of Finance	-	-	-	90,000	94,500	99,225	Director of Finance added Yr 3
Operation / Business Manager	1.00	92,898	97,543	102,420	107,541	112,918	5% raise
Administrative Staff	2.00	61,600	92,680	142,314	149,430	156,901	5% raise; 1 new bookkeeper added in Yr3
TOTAL ADMINISTRATIVE STAFF	4.00	290,998	488,548	647,975	680,374	715,024.826	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	6.00	390,000	799,500	1,229,475	1,290,949	1,355,496	Y2: 6 new middle school teachers; Yr3: 6 new middle school teachers
Teachers - SPED	1.00	65,000	68,250	136,663	143,496	150,670	5% raise; SPED teacher added Yr3
Substitute Teachers	-	14,700	27,300	42,000	42,000	42,000	10 absences annually X # of teachers x 5 hours/day X UFT \$42/session
Teaching Assistants	1.00	33,000	67,650	104,033	109,234	114,696	One new assistant teacher each year until census
Specialty Teachers	2.00	130,000	331,500	637,195	669,055	702,507	Y2-new Spanish, Fine Arts, ELL teachers (total=5); Y3:new Reading Specialist & Dance Teachers (Total=7)
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	60,000	123,000	189,150	198,608	208,538	Yr1: 1 Social Worker; Yr2: additional counselor; Yr3: additional guidance counselor
Other	1.00	55,000	57,750	60,638	63,669	66,853	
TOTAL INSTRUCTIONAL	12.00	747,700	1,474,950	2,399,452	2,517,010	2,640,761	

Dr. Muriel Petioni 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.						
	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>Total Revenue</b>	2,469,890	4,306,488	6,012,915	6,011,970	6,211,970	
<b>Total Expenses</b>	2,256,865	4,287,529	5,891,250	5,962,500	6,153,108	
<b>Net Income (Before Cash Flow Adjustments)</b>	213,025	18,959	121,665	49,470	58,862	
<b>Actual Student Enrollment</b>	150	285	400	400	400	
<b>Total Paid Student Enrollment</b>	150	285	400	400	400	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	1.00	-	-	-	-	Supplied by DOE, Dept. of Health, or Harlem Hospital
Librarian	-	-	-	-	-	
Custodian	1.00	-	-	-	-	Supplied through contract with Varick
Security	1.00	-	-	-	-	Provided by DOE
Other	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>1,038,698</b>	<b>1,963,498</b>	<b>3,047,128</b>	<b>3,197,384</b>	<b>3,355,785</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	119,450	225,802	350,420	367,699	385,915	Estimated to be 11.5% of total salaries
Fringe / Employee Benefits	108,800	185,600	262,400	262,400	262,400	21 staff x \$6,400 medical/dental
Retirement / Pension	20,522	39,270	60,943	63,948	67,116	Based on 2% of entire salary
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>248,772</b>	<b>450,672</b>	<b>673,762</b>	<b>694,047</b>	<b>715,431</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>1,287,470</b>	<b>2,414,170</b>	<b>3,891,431</b>	<b>4,071,216</b>	
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	90,000	100,000	100,000	100,000	100,000	
Legal	7,500	15,000	15,000	15,000	15,000	
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	45,000	85,500	120,000	120,000	120,000	Offset with above
Payroll Services	2,500	2,500	2,500	2,500	2,500	
Special Ed Services	17,000	31,350	44,000	44,000	44,000	Estimated \$1,000 per SPED student additional costs
Titelment Services (i.e. Title I)	-	-	-	-	-	Provided in house by staff listed above
Other Purchased / Professional / Consulting	80,000	80,000	80,000	80,000	80,000	ELL/SS and Math Coaches (15 hrs/wk each) + ELL Coach (10 hrs/wk)
<b>TOTAL CONTRACTED SERVICES</b>	<b>242,000</b>	<b>314,350</b>	<b>361,500</b>	<b>361,500</b>	<b>361,500</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	1,100	1,000	1,000	1,000	1,000	Trainings for new board members and maintenance seminars
Classroom / Teaching Supplies & Materials	24,650	127,800	173,700	137,700	137,700	existing class
Special Ed Supplies & Materials	3,400	6,270	8,800	8,800	8,800	Estimated at \$200 per student
Textbooks / Workbooks	37,500	71,250	100,000	100,000	100,000	Estimated to be \$250 per student
Supplies & Materials other	8,045	3,420	4,800	4,800	4,800	Testing/Curriculum Software: SunGard \$5,250 implementation+995 Reader+\$12 per student
Equipment / Furniture	127,500	145,750	164,250	93,250	96,048	student and 20 replacement per grade level; Instructional equipment \$10,000; extra curricular supplies = \$2500 per grade level;
Telephone	12,000	12,600	25,000	26,250	27,563	\$1,000 each month with annual 5% increase; phone system Yr 3
Technology	42,400	37,200	45,700	47,985	50,384	server year 3, \$500 per new staff for computer; \$28,200 each year for interactive white boards and student computers for new
Student Testing & Assessment	9,000	9,000	9,000	9,000	9,000	Scantron Diagnostic and Performance series in Reading, Math, & Science
Field Trips	4,500	8,550	12,000	12,000	12,000	Estimated at \$30 per student
Transportation (student)	-	-	-	-	-	Provided by Office of Pupil Transportation through MTA student metro cards
Student Services - other	-	-	-	-	-	
Office Expense	12,000	12,240	12,485	12,734	12,989	\$1,000 per month with 2% annual increase
Staff Development	10,000	12,500	12,500	12,500	12,500	\$2500 per day (10 days first year; 5 days thereafter--will use the "Train the Trainer" model at the school
Staff Recruitment	15,000	15,000	500	500	500	
Student Recruitment / Marketing	10,000	10,000	10,000	5,000	5,000	
School Meals / Lunch	-	-	-	-	-	Included under contractual services above
Travel (Staff)	-	-	-	-	-	
Fundraising	10,000	20,000	20,000	20,000	20,000	grant writer
Other	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>327,095</b>	<b>492,580</b>	<b>599,735</b>	<b>491,519</b>	<b>498,283</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	25,000	30,000	35,000	40,000	40,000	As per contractual agreement
Janitorial	20,000	35,000	36,750	38,588	40,517	\$33 per square foot; Yr2: 25,731 s.f.; Yrs3, 4, 5: 29,031 s.f..
Building and Land Rent / Lease	230,000	849,123	958,023	958,023	958,023	HVAC/Boiler Main. = \$10,000; Fire Central Station = \$30,000; Exterminator = \$6,000; Elevator Main. = \$10,800
Repairs & Maintenance	56,800	57,936	59,095	60,277	61,482	Included above as per instruction (non-instructional furniture line125)
Equipment / Furniture	-	-	-	-	-	Provided by DOE
Security	-	-	-	-	-	
Utilities	43,500	44,370	45,257	46,163	47,086	Annual with 2% increase
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>375,300</b>	<b>1,016,429</b>	<b>1,134,125</b>	<b>1,143,050</b>	<b>1,147,108</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>						
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>2,256,865</b>	<b>4,287,529</b>	<b>5,891,250</b>	<b>5,962,500</b>	<b>6,153,108</b>	
<b>NET INCOME</b>	<b>213,025</b>	<b>18,959</b>	<b>121,665</b>	<b>49,470</b>	<b>58,862</b>	

Dr. Muriel Petioni 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.						
	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	
<b>Total Revenue</b>	2,469,890	4,306,488	6,012,915	6,011,970	6,211,970	
<b>Total Expenses</b>	2,256,865	4,287,529	5,891,250	5,962,500	6,153,108	
<b>Net Income (Before Cash Flow Adjustments)</b>	213,025	18,959	121,665	49,470	58,862	
<b>Actual Student Enrollment</b>	150	285	400	400	400	
<b>Total Paid Student Enrollment</b>	150	285	400	400	400	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 New York City	150	285	400	400	400	
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>150</b>	<b>285</b>	<b>400</b>	<b>400</b>	<b>400</b>	
<b>REVENUE PER PUPIL</b>	<b>16,466</b>	<b>15,110</b>	<b>15,032</b>	<b>15,030</b>	<b>15,530</b>	
<b>EXPENSES PER PUPIL</b>	<b>15,046</b>	<b>15,044</b>	<b>14,728</b>	<b>14,906</b>	<b>15,383</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>213,025</b>	<b>18,959</b>	<b>121,665</b>	<b>49,470</b>	<b>58,862</b>	
<b>Beginning Cash Balance</b>	<b>-</b>	<b>213,025</b>	<b>231,984</b>	<b>353,649</b>	<b>403,118</b>	
<b>ENDING CASH BALANCE</b>	<b>213,025</b>	<b>231,984</b>	<b>353,649</b>	<b>403,118</b>	<b>461,981</b>	