

**Full Application submitted in Response
to the 2011 New York State Education Department
Request for Proposal to Establish Charter Schools
Authorized by the Board of Regents for:**

Global Community Charter School

Proposed District: NYC CSD 5 or 3 Grades K,1,2,3,4,5 Enrollment: 460

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3/31/2011

GLOBAL COMMUNITY CHARTER SCHOOL PHASE III: FULL APPLICATION

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2011 NYSED Charter School Application Statement of Assurances

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

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

_____ Signature of Lead Applicant

_____ Date

GLOBAL COMMUNITY CHARTER SCHOOL PHASE III: FULL APPLICATION

I. EDUCATION PLAN

A. Curriculum and Instruction

The Global Community Charter School (GCCS) elementary program is based on the Primary Years Programme (PYP) of the International Baccalaureate Organization.¹ GCCS offers learning that is engaging, relevant, challenging and significant in order to meet the diverse needs of our range of students. The PYP employs a transdisciplinary model, whereby themes of global significance frame the learning throughout the primary years. This means that students are encouraged to make connections between subject areas and traditional curriculum areas that are also used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates structured inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning.² The curriculum can be aligned with the New York State Department of Education Common Core Learning Standards and the NYS Testing Program.

Process to ensure the alignment of the IB PYP curriculum with the NYSED Standards

During the pre-operational year, GCCS will design a core curriculum based on the IB PYP curriculum guides that align with the NYS Common Core and Learning Standards. The PYP Curricular frameworks are developed to reflect developmental stages that students exhibit along with the **knowledge, concepts, skills, attitudes** and **actions** that students demonstrate. These curricular frameworks provide the structure in which teaching and learning take place. In order to ensure that IB PYP curriculum learning continuums are in fact aligned with NYS Standards, the planning team will meet during the pre-operational year to coordinate the IB PYP scope and sequence documents with both the Core Curriculum in English language arts, mathematics, science, social studies, physical education and visual and performing arts and the new Common Core Learning Standards in the areas of English language arts and mathematics. Assessments will also be designed. Formative assessments include the daily assignments and work that is accomplished in class, homework assignments and check-ins throughout the units of study. Summative assessments include the end-of-unit assessments and end-of-year assessments. Data will be collected of all relevant work, formal assessments, and monthly check-ins to monitor student progress. Data analysis and review are planned at least weekly for Team Taught Classes and monthly for Grade Level Teams. In addition each teach will produce a summary of student progress to be presented to Curriculum Coordinators/Directors of Teaching and Learning and Head of School. All data engagement is focused on what students need to know and demonstrate and where they are in comparison. Adjustments are made to instruction to better meet the needs and to better support student growth.

A process of curriculum-mapping the IB PYP Learning Continuums with the NYS Learning Standards will result in an analysis of overlap and any gaps that may appear. These curriculum maps will represent both the breath and depth of student learning expectations, across contents and through grade levels. For any apparent gaps that may appear, additional work will be done to create the most thorough and comprehensive curriculum map that is possible to develop. GCCS also has access to curriculum maps that have been already created by two of the IB PYP schools in NY State and will rely on those in creating our own maps.

¹International Baccalaureate website: www.ibo.org

² Making the PYP Happen: A curriculum framework for international primary education. IBO UK 2007

Alignment with additional resources will be developed including the *First Steps* Maps of Development in Reading, Writing and Mathematics. *First Steps*, as described in our Prospectus, was developed to organize the developmental stages that individual students move through as they become more competent learners. Each map includes teaching goals and areas of focus that address challenges at each stage.

Advisors from IB PYP, including school leaders as well as PYP coordinators that the planning team met in the course of researching effective and appropriate programs, have offered to guide and support GCCS in the development of its curriculum. These advisors include the PYP coordinators of both the Rosmarie Ann Siragusa IB PYP School in Yonkers and the Rogers International Magnet School in Stamford CT. Their support will include their initial curriculum maps and lesson plans. The International Baccalaureate Organization offers training opportunities; capacity building initiatives; and the development of collaborative learning communities.

Since the planning team has visited a number of different IB PYP schools all located in urban communities, but with different levels of resources, varied district mandates, and a range of participating families, their insights are valuable and helpful. GCCS looks forward to our continued contact with and support from them. In addition, the Guild of International Baccalaureate Schools of the Northeast (GIBS) offers continued support once a school has gone through the rigorous certification process with the IB organization and been admitted as an IB World School.

Specific strategies and practices to successfully implement curriculum

Curricular Supports

GCCS' Curriculum Design

The International Baccalaureate Primary Years Programme is a complex model to implement in any school setting. The program is a framework with a set of guiding principles to use by teachers to collaboratively develop units of inquiry, lessons, activities and embedded assessments. In order to lay the groundwork for the successful adoption of IB PYP and all its accompanying components, GCCS' first year will have several foundational programs implemented that are less complex and require less professional development. The following programs will not only provide a strong foundation, but will allow teachers to begin developing collaborative relationships and common ground upon which to build their professional learning communities. All of these programs were carefully examined and all are researched-based to improve student learning.

Reading Comprehension, Writing and Academic Support with Social, Emotional and Ethical Development:

We will utilize *Making Meaning* and *Being a Writer* from the Developmental Studies Center (DSC), a nonprofit organization dedicated to promoting children's academic, ethical, and social development. DSC's programs build students' academic skills while simultaneously facilitating their social, emotional, and ethical development. Helping all students become good learners and good people—that is their mission.³ These programs are aligned with the NY State Learning Standards.⁴

³ Developmental Studies Center website: www.devstu.org

⁴ Ibid.

Reading Comprehension

Making Meaning program is a classroom-tested K–8 reading comprehension curriculum that combines the latest comprehension research with support for students’ social and ethical development. The program uses nonfiction and fiction read-aloud books to teach students comprehension skills while also developing their social values to create a supportive community of readers.

Writing

The *Being a Writer* program is a yearlong writing curriculum for grades K–6 that combines two decades of research in the areas of writing, motivation, and learning theory with social and ethical development. The program has two goals: to develop the creativity and skills of a writer, and to develop the social and ethical values of a responsible person. It uses high-quality trade books for genre immersion and author studies, and easy-to-teach mini-lessons to reinforce the skills and conventions taught in the program. Writing instruction, regular community-building elements, and guided partner work are integrated to develop in students a sense of autonomy, belonging, and competence.⁵ Best Practices described in *Being a Writer* include the following practices to improve students’ writing ability and attitude that well known researchers in the area of writing have identified and encouraged:

• Teacher and peer conferences	• Student self-assessment
• Classroom discussion	• Regular periods of writing
• Collaborative writing tasks	• Choice of writing topics
• Writing for real audiences and purposes	• Models of good writing ⁶

Mathematics

In addition, programs were selected not only because of their research-base, but also as a result of their use in other charter school settings with impressive results. *Think Math!* developed collaboratively between the Education Development Center and the National Science Foundation is among this set of programs. *Think Math!* recognizes that all students are different and that they learn in varied ways. However, *Think Math!* also understands that children are problem solvers by nature. They are constantly—although without really being aware of it—generalizing their observations of the world around them to make sense of what’s going on and make predictions about consequences. Therefore, *Think Math!* materials honor what students can figure out, perhaps influenced by their backgrounds, ideas, or imaginations. Students will develop their own strategies for solving problems, and teachers can help put a name to those strategies, or if needed, bring them up as hints for students who might be stuck. As students encounter different kinds of problems, they can apply a technique they’ve used before to a new problem and begin to see the technique, or strategy separate from the context in which they first encountered it.⁷

First Steps

As described in the GCCS Prospectus, many international schools who follow the PYP also use *First Steps* (FS) resources to support the teaching of one or more of the strands of literacy (reading; writing; speaking and listening; viewing).⁸ The development of the FS literacy resources was funded by the Department of Education for Western Australia, with the aim and purpose of raising literary standards in primary schools across the state. The goal was to create a resource that helps schools, teachers and systems achieve the literacy outcomes and goals they have adopted for their students. They are

⁵ Ibid.

⁶ Michael C. Kelley, *Best Practices in Writing Instruction*. Ibid

⁷ Think Math! website: www.math.schoolspecialty.com

⁸ International Schools Journal vol. xxx no.1 nov. 2010: *The primary years programme and first steps literacy resources*. Pp. 22-28

designed to offer a rigorous and supportive framework that teachers can use to facilitate the delivery of their school language curriculum. In PYP the curriculum is guided by transdisciplinary themes where literacy permeates all areas of study and where teachers collaboratively work together to create. *First Steps* includes an **Individual Student Profile** that lists categories of *Use of Texts, Contextual Understanding, Conventions, and Processes and Strategies*. Teachers keep track of each student’s progress through four stages of development over their Kindergarten through Grade 5 school careers. In addition, upon locating a student’s present stage by teacher observation and assessments, specific strategies and activities are aligned and serve as supplementary supports for guiding student progress over time. *First Steps* in Mathematics will also be used to record observed behaviors and skills that each student exhibits during math lessons and assessments.

Classroom Teaching Support: Collaborative team-teaching is our model for inclusion classrooms with two adults in every classroom. In each pair, the more experienced teacher with relevant background will be hired as the Lead Teacher who will mentor the less experienced teacher, referred to as an Apprentice Teacher. Team teaching will enhance opportunities for professionals to share observations, knowledge, and experiences. At least one teacher will have specialized knowledge of teaching in an inclusion setting and meeting the needs of children who require Special Education services and/or are English Language Learners (ELL). The flexibility built into this model means that teachers can work together to design tasks, to facilitate group work, to confer with individual students, and to differentiate ways in which students participate in class activities based on teacher observation, record-keeping and discussions about student data.

Visual and performing arts integration: The arts are important areas of learning in the PYP. Students will learn the disciplines of visual arts, music and drama, as well as learning about the arts (the skills and processes involved) and through the arts (artists, perspectives, themes and ideas using the arts). In all areas of learning, the PYP teacher values imagination, creativity, and original thinking. This may be especially evident in the arts. Through the arts, students gain confidence and competence in self-expression and collaborative learning, in both formal and informal settings. A competence in reflecting and evaluating their own work and the work of others is integral, and empowers students to take risks in and beyond the arts setting. The creative process is seen as a driving force in learning through inquiry.⁹ One of the six organizing themes at each grade level is called *How we express ourselves* and serves as a natural connection between the arts and what students will be studying. This approach helps to integrate the arts into the curriculum studied and places the arts inside the everyday life of the students and is not seen as an “add-on.” GCCS plans to give the arts the important status they deserve, and to partner with the Urban Arts Partnerships to provide students with multiple opportunities to explore their own artistic abilities and to appreciate those of others.

Strategies to support English Language Learners and Special Needs students: A closer look at the planning, teaching and assessing methods, approaches and strategies found in PYP reveals a very deep level of mindfulness about setting the stage for all students but in particular those who need language development and more comfortable entry into learning experiences to succeed.

Inclusive Practices in PYP:¹⁰

Planning	Teaching	Assessing
Planning collaboratively using an	Using a range and balance of	Viewing planning, teaching and

⁹ *Making the PYP Happen*. IBO Cardiff, Wales UK 2007

¹⁰ *Making PYP Happen*. Cardiff, Wales UK. 2007

agreed upon planner	teaching strategies	assessing as interconnected processes
Planning based on agreed upon student-learning outcomes and in the context of a coherent school program	Grouping and regrouping students for a variety of learning situations	Using a range and balance of assessment strategies and tools
Involving students in planning for their own learning and assessing	Viewing students as thinkers with emerging theories of the world	Involving students in self-assessment and peer-assessment
Planning that builds upon students' prior knowledge and experience	Building on what students know: using multiple resources representing multiple perspectives and skill levels	Using a range and balance of recording and reporting strategies
Addressing assessment issues throughout the planning process	Involving students in their own learning	Using formative assessment to give students regular and ongoing feedback throughout the unit
Planning that recognizes a variety of levels of language competency	Pursuing open-ended inquiry and real-life investigations	Enabling students to see assessment as a means of describing learning and improving learning
Planning that recognizes a range of ability levels	Maintaining constant awareness of the needs of additional-language learners	Assessing the levels of students' current knowledge and experience before embarking on new learning
Planning inquiries that explore similarities and differences between cultures/ places	Addressing the needs of students with different levels and types of abilities	Evaluating collaboratively using an agreed upon, flexible system

Specific instructional strategies and practices used to successfully implement curriculum

Content-related instructional strategies

Mathematics: It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge.¹¹ *Problem-posing* where math is taught through a guided inquiry that poses question, explorations, trying out varied solutions and justifying why a particular answer is justifiable over another. *Gradual Release* begins with a teacher modeling a procedure or a way to use manipulatives to solve a problem or organize information to create a graph. Teacher can also model the metacognitive 'inside-my-head-talking' or Think-Aloud; second step is teacher modeling but then eliciting responses from students to solve the problem; third step is for teacher to present a similar problem, but with students working in pairs to create solutions; final step is students working independently to solve problems.¹²

¹¹ *Mathematics scope and sequence*, p.1, IBO Cardiff Wales, UK 2009

¹² Routman, Regie. *Teaching essentials*, Heinemann, Portsmouth NH 2008

English Language Arts: Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. The complex processes involved in language learning represent a series of developmental continuums. A teacher is able to identify where on those continuums a student is positioned to better design appropriate, contextualized learning experiences—to move the student from one developmental phase to the next. In this way, the learner is able to build on established skills and understanding, while being supported to meet appropriate challenges to extend their learning within their “zone of proximal development” (Vygotsky 1999), which may be represented by more than one phase.¹³

Language use permeates the entire PYP program in both the affective and effective domains. Learners listen, talk, read, and write their way to negotiating new meanings and understanding new concepts. In the “knowledge” area of the PYP, language is the most significant connecting element across the school’s curriculum, both within and outside its transdisciplinary programme of inquiry.¹⁴ With much discussion and much to discuss, the learning environment is very conducive to supporting increased vocabulary and language acquisition for English Language Learners and for Special Needs students who may process information needing both concrete materials and explicit information that questions and conversations can clarify.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The program of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to *make connections, apply their learning, and transfer their conceptual understanding to new situations.* This progressive conceptual development, together with an enjoyment of the process, provides the foundations for lifelong learning.¹⁵

Science: In PYP, science is viewed as the exploration of the behaviors of, and the interrelationships among, the natural, physical and material worlds.¹⁶ Science is arranged into four strands: *living things, Earth and space, materials and matter and forces and energy.*¹⁷ Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. The scientific process, by encouraging hands-on experience and inquiry, enables the individual to make informed and responsible decisions, not only in science but also in other areas of life.¹⁸ The science component of the curriculum also provides opportunities for students to:

• Observe carefully in order to gather data	• Make predictions and hypotheses
• Use a variety of instruments and tools to measure data accurately	• Interpret and evaluate data gathered in order to draw conclusions
• Use scientific vocabulary to explain their observations and experiences	• Consider scientific models and applications (including their limitations)
• Identify or generate a question or problem to be	• Become competent users of technology in

¹³ *Language scope and sequence*, p. 1, IBO Cardiff Wales, UK 2009

¹⁴ *Ibid.* p.2

¹⁵ *Ibid.* p.2

¹⁶ *Making PYP happen*, p.93, IBO Cardiff, Wales UK 2007

¹⁷ *Ibid.* p.96

¹⁸ *Ibid.* p.97

explored	science learning
<ul style="list-style-type: none"> Plan and carry out systematic investigations, manipulating variables as necessary 	<ul style="list-style-type: none"> Realize that there is more than one approach, model or process

Strategies that are used primarily in science include: hands-on activities to ensure that students experience and learn science process skills and a high level of student involvement in a flexible learning environment; challenging students to answer open-ended questions with investigations so that they can abandon or modify their misconceptions by observations, measurements or experimentation; accepting uncertainty and ambiguity or more than one acceptable solution/ hypothesis; discussion, dialogue, elaboration and interpretation of data gathered, with students proposing explanations and conclusions; and a concept-driven curriculum using a wide variety of materials and manipulatives.¹⁹

Social Studies: In PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.²⁰ Social studies is arranged into five strands: *human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, and resources and the environment.*²¹ Structured, purposeful inquiry is the way in which students learn best, and the starting point should always be students' prior and current understanding. Teachers work with colleagues to plan authentic learning experiences that address the central idea and inquiry points of the unit. Resources are selected on the basis of the multiple perspectives that they present.²² The social studies components of the curriculum provide opportunities for students to:

<ul style="list-style-type: none"> Learn how to ask compelling and relevant questions that can be researched 	<ul style="list-style-type: none"> Gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
<ul style="list-style-type: none"> Gain a secure understanding of their own identity and their place in the world 	<ul style="list-style-type: none"> Gain a sense of time and place in relation to their own experiences and the experiences of other people
<ul style="list-style-type: none"> Develop an understanding of other cultural groups and an appreciation of other ideas and beliefs 	<ul style="list-style-type: none"> Gain an understanding of humankind's role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways.
<ul style="list-style-type: none"> Gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures 	<ul style="list-style-type: none"> Use multiple sources and present multiple perspectives (global, social, cultural, and gender)

As a result of their learning, students share with each other and take action. Students and teachers develop and define clear criteria with which the process and product will be assessed.²³

¹⁹ Ibid. p.97

²⁰ Ibid. p.103

²¹ Ibid. p.106

²² Ibid. p.103

²³ Ibid. p.104

Strategies used in social studies include: a coherent, articulated school-wide programme of inquiry, based on agreed significant and relevant contents; planning units that build in local, multicultural and global dimensions; using a variety of primary social studies sources and documentation (people, artifacts, field trips, surveys and interviews) as well as sources such as media and technology; and factual information as a vehicle to conceptual development with units of inquiry that focus on students constructing meaning, and expanding and deepening their knowledge and understanding of the world.²⁴

Sample Promotion or Exit Standards for English Language Arts and Mathematics

Learning Standard ELA 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<p>Grade 2: PI. ELA3.02.RE1.02: Students compare characters in literary works.</p> <p>Common Core Reading Standards for Literature K-5 Grade 2 Key Ideas and Details 3. Students describe how characters in a story respond to major events and challenges.</p> <p>Grade 2 Integration of Knowledge and Ideas 9. Students compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>Grade 4: PI. ELA3.04.RE1.02: Students compare and contrast characters, plot, and setting in literary works.</p> <p>Common Core Reading Standards for Literature K-5 Grade 4 Key Ideas and Details 3. Students describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>Grade 4 Integration of Knowledge and Ideas 9. Students compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p>
<p>Assessment Task: After reading two different cultural versions of <i>Little Red Riding Hood</i> and using a Venn Diagram, students will contrast and compare each main character, paying particular attention to how the main character responded to the absence of the grandmother and the presence of the Wolf. Students will be evaluated with a predesigned rubric with categories including Main Character, Conflict, Setting, and Culture.</p>	<p>Assessment Task: After reading two stories about the purchase of Mannahatta (Manhattan Island): one written from the Dutch point of view and the other representing the Native American point of view, the student will contract and compare the two events using a two-column organizer referring to specific details to support the theme of each point of view.</p>
<p>Grade 2 Literacy Competencies Comprehension Strategies:</p> <ul style="list-style-type: none"> ○ Read grade-level texts with comprehension and for different purposes ○ Organize text information by using graphic or semantic organizers ○ Compare and contrast similarities and differences among characters and events across stories 	<p>Grade 4 Literacy Competencies: Comprehension Strategies</p> <ul style="list-style-type: none"> ○ State a main idea and support it with details from the text ○ State a point of view and support it with details from the text ○ Recognize the theme or message of a text

²⁴ Ibid. p. 105

○ Support point of view with text information	
Criteria: Students will score at the level 3 or above on a 4 point scaled rubric. At least 80% of entire class will score at the level 3 or above.	

<p>Learning Standard MST 3: Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by use in appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.</p> <p>Geometry Strand Students will</p> <ul style="list-style-type: none"> • use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes; • identify and justify geometric relationships, formally and informally; • apply transformations and symmetry to analyze problem solving situations. 	
<p>Grade 2: Assessment Task: Given a set of pattern blocks, the student will respond to several tasks involving sorting, labeling, comparing, flipping, constructing larger shapes and deconstructing shapes, creating patterns and finding lines of symmetry.</p>	<p>Grade 4 Assessment Task: From a traceable plan for a mural made up of various geometric shapes, having a variety of lines, and angles, find all the shapes listed, describe their angles and sides and how each relates to the original shape in which each resides.</p>
<p>Grade 2 Student Competencies Shapes:</p> <ul style="list-style-type: none"> ○ 2.G.1 Experiment with slides, flips, and turns to compare two-dimensional shapes ○ 2.G.2 Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular) ○ 2.G.3 Compose (put together) and decompose (break apart) two dimensional shapes <p>Geometric Relationships:</p> <ul style="list-style-type: none"> ○ 2.G.4 Group objects by like properties <p>Transformational Geometry</p> <ul style="list-style-type: none"> ○ 2.G.5 Explore and predict the outcome of slides, flips, and turns of two-dimensional shapes ○ 2.G.6 Explore line symmetry <p>Common Core:</p> <ul style="list-style-type: none"> ○ Reason with shapes and their attributes <ul style="list-style-type: none"> ▪ Recognize and draw shapes having specified 	<p>Grade 4 Student Competencies Shapes:</p> <ul style="list-style-type: none"> ○ 4.G.1 Identify and names polygons, recognizing that their names are related to the number of sides and angles (triangles, quadrilateral, pentagon, hexagon, and octagon) ○ 4.G.2 Identify points and line segments when drawing a plane figure ○ 4.G.3 Find perimeter of polygons by adding sides ○ 4.G.4 Find the area of a rectangle by counting the number of squares needed to cover the rectangle <p>Geometric Relationships:</p> <ul style="list-style-type: none"> ○ 4.G.6 Draw and identify intersecting, perpendicular, and parallel lines ○ 4.G.7 Identify points and rays when drawing angles ○ 4.G.8 Classify angles as acute, obtuse, right, and straight <p>Common Core:</p> <ul style="list-style-type: none"> ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles <ul style="list-style-type: none"> ▪ Draw points, lines, line segments, rays, angles

<p>attributes, such as a given number of angles or a given number of equal faces.</p> <ul style="list-style-type: none"> ▪ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>Criteria: Students in both Grade 2 and Grade 4 will score at the level 3 or above on a 4 point scaled rubric. At least 80% of entire class will score at the level 3 or above.</p>	<p>(right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <ul style="list-style-type: none"> ▪ Classify two-dimensional figures based on presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. ▪ Recognize right angles as a category, and identify right angles.
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PROFESSIONAL DEVELOPMENT

So that we can address the multitude of needs that are evident in the first years of the GCCS charter, professional development needs to be provided and experienced in many different formats. To make certain that there is adequate support for the amount of professional development and the capacity of GCCS to ensure its availability, the budget delineates allotments for training sessions, materials, coaches and professional developers on and off-site.

In order to become an IB PYP World School, GCCS will have to undergo a rigorous certification route with the International Baccalaureate Organization that is a full three year long process. Our teachers will not be allowed to formally enroll in any of the extensive training courses until that process is started and GCCS is approved to begin. Therefore, looking forward to at least a two year span of time before that accreditation process can begin, our teachers will need to be using and interacting with programs that will be beneficial to the eventual adoption of IB PYP.

Before GCCS opens, in August 2012 and throughout the first year of the charter term, teachers will be trained in several supporting and complementary programs. They include: *First Steps* training in Reading, Writing and Mathematics; *Making Meaning* and *Becoming a Writer* from the Developmental Resource Center; *Think Math!* from the Education Development Center and *Incredible Years* training in supporting young children' social, emotional and behavioral development. In addition, a course in working with Special Education and English Language Learners will be taught to all teaching staff by one of the Founding Team members, Lydia Gutierrez, who is an expert in working with these populations in urban settings. This course will continue into the school year with Lydia coaching the teachers in a variety of configurations including common planning time with grade level teams, individual one-on-one sessions and whole staff presentations. In addition teachers will be introduced to the student information system and setting up the data bases to be used for collecting and reporting student progress over time.

During each school year, a key feature of the professional development plan will be common planning time every week. Common planning time and select staff meetings will focus on developing a recursive system of looking at documentation of learning and student data, analysis, reflection, and action. Teachers will draw on each other's areas of expertise and interest to foster collaboration grounded in common goals and values, to adopt an apprenticeship model of learning (Lave & Wenger, 1991), and to benefit from intensive coaching and guidance from skilled practitioners. Teachers will have regular opportunities to reflect critically on the problems and ongoing dilemmas of practice individually and in the company of others. Through close observations of students, multiple forms of evidence of their learning, and the use of ISLPs, teachers will be able to analyze students' data, diagnose learning needs and differentiate instruction accordingly.

Moving data into action is an overarching theme of all of our professional development. In all that we will do collecting evidence of students practicing skills, showing what they know or don't know and then the teacher's response to what is evident is prevalent and pervasive. Responding to all forms of data with thoughtful and systematic methods will ensure that all students' needs and next steps are articulated and acted upon. **Our data action cycle begins** with conducting assessments, recording observations, and collecting work. In this way, data is gathered. **The next step is** analyzing and prioritizing the collected data. What are most students able to do? How well? Who continues to struggle? Why? Looking for commonalities, approaches, similarities help to not become overwhelmed in the process. Was there anything specific that the successful students experienced that the others didn't? Can we replicate that experience for others? What do we think will happen when we try? **A plan for instruction is developed. The plan is implemented** and results gathered. The results are analyzed and the cycle begins anew but different. We know more now than we did before. This is the process that all of our teachers need to discuss and internalize. Our professional development will be guided by this model.

Follow-up support: GCCS' Professional Development experiences will have a follow-up plan designed along with the actual delivery of the information that increases our staff's knowledge base. It is with the demonstration that support again is needed. We will have two half-time coaches for at least the first two years if not longer, Curriculum Coordinator, and Head of School to work with teachers as partner teams, individuals, grade levels and whole staff support and practice with reflection, developing insights and ways to help connect new practice to what has been internalized already. The teachers' schedules reflect planning time daily with larger blocks on Thursday afternoons and on Modified Program Days. The August Institute is really just the very beginning.

B. SCHOOL CALENDAR AND DAILY SCHEDULE (See Attachment 3)

GCCS' school schedule offers blocks of substantial time each morning for ELA and math while creating time dedicated to units of inquiry involving social studies and/ or science integration with ELA and math in the afternoon. There is also time scheduled for additional student support in the afternoon. School will also be in session for 190 instructional days with no additional days off for teachers' professional development. As based on previous experience, it is difficult for many families to secure child care services on random days throughout the school year. So school will be in session every day of our 190 days and embedded common planning time with professional development time is provided in our weekly schedule.

Student School Day/Week Assumptions:

- Student school day will be from 7:45 AM-4:30 PM with a voluntary after school program that has no fee for families from 4:30-6:00 PM run in conjunction with Urban Arts Partnerships. Our assumption is that a majority of our students will participate in the after school program.
- Students are expected to arrive at school with enough time to eat breakfast (beginning at 7:45 AM), and be ready for class, prepared to settle into the morning routine by 8:15AM.
- Students will eat breakfast, lunch and healthy snacks at school.
- Students will have minimum of 120 minutes of Literacy instruction daily and 90 minutes of math daily.
- Students will have units of inquiry that include integrated Science and/or Social Studies lessons 5 days a week as part of the classroom curriculum for 5 hours total per week.
- Students will have Performing and Visual Arts lessons 4 times weekly with specialist teachers for 60 minutes each session (240 minutes per week).
- Students will have physical education four times a week with a specialist teacher (which will include

Health studies) for 30 minutes each (120 minutes per week).

- Students will have recess and/or structured play period daily for 55 minutes (4.5 hour per week).
- Each Thursday afternoon, students will have an extended enrichment period from 2:00-4:15PM in the areas of art, music, dance and drama so that teachers may have a full staff meeting, professional development session or extended planning time.

Teacher Work Day/Week Assumptions:

- Teacher school day will be from 7:30 AM - 5:00 PM daily. Teachers may have responsibilities after student dismissal at 4:30 PM, which may include tutoring, professional development, family meetings, grade-level planning, or other meetings.
- Teachers will have a planning period daily while students are in specialist classes. Teachers will have an uninterrupted lunch period daily.
- Planning periods are used as common planning time when student work and data is studied and analyzed for revision of next day’s lessons; teacher modeling effective practices to each other; unit designs and making other curricular decisions among many possibilities.
- Teachers will have a staff meeting on Thursdays from 2:00- 4:15PM.

After School Program:

Run in conjunction with the Urban Arts Partnerships²⁵ featuring a collection of learning opportunities for GCCS students including study groups; experiences with art, music, dance and theatre; native language conversation groups; and tutoring.

**C. TARGET POPULATION
Student Enrollment**

	2012	2013	2014	2015	2016
Kindergarten	75	75	75	80	80
1st	75	75	75	80	80
2nd		75	75	75	75
3rd			72	72	72
4th				69	69
5th					66
TOTAL	150	225	297	376	442

Anticipated Enrollment Table

GCCS will increase Kindergarten and Grade 1 enrollment by 5 students each in Year Four with the expectation that our program will develop, our teachers and other staff more experienced and more students will want to attend. With that in mind, GCCS will plan for an annual lottery to replace those who leave and the maintenance of a current Wait List for each grade. Since there will be active recruiting of English Language Learners

who will be able to develop their English language skills while strengthening their native language, expectations of a very limited attrition rate is planned at no more than 5% at grades 3-5. This chart reflects the belief that students are less likely to enroll into a new school from grade 3 through grade 5. GCCS is confident, however, those new students at these grades will be supported and successful.

GCCS will open with 150 students and expand to a maximum of 460 (442 taking into account possible attrition), by its fifth year. The size of each class, grade level, and of the entire school is based on several

²⁵ Urban Arts Partnership website: www.urbanarts.org

assumptions. With two certified teachers in each classroom, the teacher/ student ratio is quite small and workable and yet there is enough variety within each class and grade level that students have plenty of opportunities to discover “like-mates,” those whom they have interests in common and that they can learn from. GCCS has the intention, in its renewed charter, to become a K-8 school and having a large pool of students means many more can attend a smaller middle school as known and appreciated students as opposed to entering a much larger, more challenging environment.

In its enrollment, GCCS will give preference to siblings and CSD residents, but will continue to recruit from a variety of neighborhoods in West Harlem in order to create and maintain a school culture based on diversity and internationalism. GCCS will continue to recruit ELLs, students living in poverty and those with special needs in order to provide choice and opportunity where they may not have been.

For its first year of operation, GCCS will enroll 75 students in Kindergarten and 75 in Grade 1. The presumption is that these students will re-enroll in the following grades each subsequent year with a 5% attrition rate per year. Each year after the first year, the school will enroll 75 new students in Kindergarten and sufficient new students in 1st and 2nd grade to compensate for any attrition. As already mentioned, the school will enroll only a small number of new students in 3rd, 4th and 5th grade, since the likelihood of students leaving their home schools in grades 3-5 are not as likely as when children are younger. There is a high probability that GCCS will meet these enrollment projections. Most parents of children who are approaching 5 years of age seek an elementary school in which their child can attend, since Kindergarten is the grade when most children start formal schooling. In addition, those parents who have never enrolled their child in kindergarten, which is not mandatory, are likely to seek to enroll them in first grade, which is mandatory. Therefore, enrollment in Kindergarten and first grade offers the GCCS the largest pool of potential students with a demand for enrollment.

Several community organizations have shown an interest in having an International Baccalaureate Primary Years Programme charter school in the area of the West Harlem. Organizations such as The International House in West Harlem where graduate school students from around the world live are eager to have a school with a major focus on helping students become global citizens. There are eleven different high schools, both private and public, in the New York City area that offer the IB Diploma Programme. GCCS students will be well prepared for the rigor and scope of academic challenge that this program demands. In addition, as stated in the Prospectus, IB PYP can offer an excellent alternative to urban students and families. (See Attachment A of IBPYP School in Yonkers NYSED test scores over time compared with Yonkers Public Schools and the State of New York)

Alignment with the educational needs of the population

Community District 9: The Global Community Charter School will be located in CSD 3 or CSD 5 in the area of West Harlem in Manhattan. In Community District #9, all of which is located in our recruitment area, there is a population of 124,500 of which 33.8% are foreign-born, 45.4% have a female head-of-household with related children under 18 and are at the poverty level. Furthermore, 31.9% of the population under 18 is Black or African American. In addition to African Americans, this group includes three different language groups of African origin: French, English and Arabic.²⁶ 42.7% of CD9 is Hispanic/Latino, which includes 11.9% of all immigrants who are Dominican. The other large Hispanic group is Mexican. Of the entire population that is not proficient in English (26.9%), 87.1% speak Spanish or Spanish Creole. A small population of Asians at 5.9% is also a vibrant community in CD9. They include

²⁶ <http://www.donaramericas.org/cd9.htm>

Chinese, Japanese, Korean, Vietnamese, and Asian Indian. Whites compose 17.8%. Given its relatively small area CD9 is diverse with many languages, cultures, ethnicities, and socioeconomic range.²⁷

Community School District #5: CSD #5 has been classified by the NYSED as “In Need of Improvement” for three years in a row in English Language Arts. Elementary schools of the NYCDOE located in CSD 5 but border CSD 3 are few in number. Four of them have been researched and display a shared high level of poverty expressed in Free and Reduced Lunch rates of 85%-96%. Numbers of English Language Learners range from 11% to 37%. (See Table 1 in Prospectus for further comparisons)

The socioeconomic range can diffuse the overt signs of poverty, but the Free/Reduced/ Paid Lunch data shows schools with high poverty rates in both CSD 3 and 5. As discussed in the Prospectus, the achievement gap is present in several CSD 3 schools by as much as 30 percentage point difference.

In our analysis of this population, it is apparent that GCCS will be able to recruit a large number of children who speak other languages besides English and who are in the stages of learning English. They may be coming from families living in poverty or near poverty rates. Our choice of the **International Baccalaureate Primary Years Programme** was selected because of its reputation of being a setting where students can become bi and multi-lingual by sustaining and further developing native language proficiency. It is our intention as stated in our mission to create a place...*“that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality.”* We feel that IBPYP will establish the foundation for this level of engagement since IBPYP schools are successful all over the world in establishing caring, supportive and enriched learning environments. By deliberately recruiting from neighborhoods of diversity, we hope to create communities of ethnic, cultural and language differences to produce stimulating and enriching academic opportunities for all of our children.

As mentioned in the Prospectus, since we are targeting students living in poverty, we are also adding additional programmatic supports to our curriculum including **Incredible Years** training and curriculum that will help those students who have not attended pre-school or have family stresses that influence their entry into our school setting. In addition, GCCS’s use of the Incredible Years with all staff trained in the model, a fulltime social worker and a team of trained teaching assistants, there will be a great deal of support and guidance in the area.

Another impactful feature of the IB PYP model is its **strong focus on language development** and the use of conversation as both a teaching and learning tool based on units of inquiry. PYP classrooms are verbally engaged in discussions of important ideas, conceptual understandings, connections between subject and students and lots of feedback. These characteristics are very essential for all learners, but especially for those who are learning English and for those who need time to process information verbally in order to understand it more clearly. Both of our English language learners and Special Needs students will benefit from this aspect.

D. Assessment

Benchmarks will be established before each grade level commences instruction. It is essential that each teacher knows and understands before the school year begins what each student will be held accountable for achieving and how those benchmarks are distributed across the school year. Data tools

²⁷ http://www.nyc.gov/html/dcp/pdf/census/puma_demo_06to08_acs.pdf#mn9

will be developed so that teachers can closely monitor each student’s progress in meeting expectations that are aligned to NYSED Learning Standards including new Common Core Standards as well as NYS Learning Standards in other content areas. After researching or having experience with a number of data tools such as Powerschool, TetraData, and Performance Pathways, GCCS has made a decision to involve the Founding Board of Trustees in this discussion, as one of the members has an extensive background in the development and use of data tools for collecting, analyzing and presenting data in the business setting. We are eager to have a full discussion before deciding on our next steps. Our BOT and school leaders will make a commitment to design, purchase or create a hybrid so that our stakeholders including teachers, students, their families, and BOT members have access to a range of student data and its use in informing instruction, and results of refocused instruction.

Multiple forms of evidence are a key feature of GCCS’ PYP school design. They include Performance assessments including projects, portfolios, multimedia presentations, criterion-referenced tests, state mandated tests, oral and written tasks that inform instruction and measure progress toward learning goals. Documentation of learning that accounts for the full spectrum of student learning will be a central focus for all members of the GCCS community. Each student will have an **Individualized Student Learning Plan (ISLP)** and will learn to lead parent-teacher conferences by showcasing work and talking about learning goals. Teachers will use multiple strategies for assessment documentation and, over the first charter term, be trained in the use of observational strategies, techniques, and practices that regularly monitor students’ growth so that new learning experiences can be modified accordingly.

ASSESSMENT	FREQUENCY / TYPE	PURPOSE	ADDITIONAL INFORMATION
Baseline Data BRIGANCE screening Both Kindergarten and Grade 1 in first year	September diagnostic	<i>Establish point of entrance for student Identify developmental needs by screening for skills in language, motor, self-help, social-emotional, & cognitive</i>	BRIGANCE will be administered to all kindergarteners and new gr. 1+2 students after 1 st yr
GRADE (Group Reading Assessment and Diagnostic Evaluation) K-5	Sept & June diagnostic	<i>Establish baseline for Reading ability; measure progress at end of year</i>	GRADE²⁸ is a K-12 Reading assessment that will track individual, group and school reading progress over time
Phonemic Awareness, Phonics, Alphabetic	Sept Diagnostic/ monthly formative	<i>Start Individual Student Profile in Reading in grades K-2</i>	Used to inform grouping and regrouping of early readers in attainment of proficiency
Running Record K-2 Informal Reading Inventory grades 3-5	Monthly/ more frequently for below grade students formative	<i>Assess strategies used and behaviors exhibited by student while reading; analysis of miscues, inform next steps</i>	Using the Fountas and Pinnell Benchmark Assessment System, RR will be administered each week for below grade level students, monthly for all others
Writing Sample K-5 Collected and	September as Baseline; end	<i>Score with First Steps to determine skills and next steps;</i>	School staff will create or adopt rubric for this purpose

²⁸Reference GRADE information available at www.pearsonassessments.com

scored	of each trimester / formative	<i>Individual Student Profile annotated, feedback to student</i>	
NYSED ELA Test Grades 3-5	April	<i>To assess student proficiency in meeting NYSED Standards</i>	Refer to PD plan for ways to use SED tests for teacher growth
G-MADE (Group Mathematics Assessment and Diagnostic Evaluation) K-5	September & June diagnostic / summative	<i>Establish baseline in Math ability; measure progress at end of year</i>	G-MADE²⁹ is a K-12 Math assessment that will track individual, group and school math progress over time
Baseline Data K-5 Math Assessment	September, January, June	<i>K/1 Developmental, Math skills and understanding; start First Steps Individual Student Profile</i>	Use Think Math! To establish what students know
NYSED Math Test Grades 3-5	May	<i>To assess student proficiency in meeting NYSED Standards</i>	Refer to PD plan for ways to use SED tests for teacher growth
End of unit performance assessment tasks in math, science, social studies	Periodically	<i>Students can show what has been learned, measure critical thinking, skills</i>	Include Exhibitions, portfolios, Grade 5 Presentations
Teacher made formative assessments	Daily/weekly	<i>Measure understanding, skill development give feedback, inform next steps</i>	Include homework and class assignments

Evaluation of progress of individual students

Baseline data will be administered to each student at the beginning of the year or when he/she first enters school. Both the GRADE and G-MADE assessments are designed to give information in a number of different formats: for each individual student, for an entire class, for an entire grade level and for an entire school from grades Kindergarten to Grade 12. This information is then compared with end-of-year testing to measure growth over time. In addition, as already mentioned, each student has an **ISLP** that records observable behaviors based on the **First Steps Individual Student Profile** in Reading, Writing and Math. The ISLP also contains a Learner Profile from the **IB PYP** model for each student that looks at how students are progressing as learners strive to be: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective*. Since GCCS will not be a sanctioned IB PYP school until year four or five of the first charter, the Learner profile will be adopted over a longer period of time than the other recording systems. Upon full implementation, each student's ISLP will record all testing results and observations, and summary statement made by all teachers of each student in all areas of the program including all content areas and Performing and Visual Arts. Data will be gathered daily in some cases, weekly for most students and monthly in a summary report produced by each classroom team. Actions taken will also be documented in lesson plans and monthly summaries. Results of actions are also recorded.

²⁹Reference G-MADE information available at www.pearsonassessments.com

Evaluation of progress of cohorts

Some cohorts will be selected from those who attend school for two consecutive years. All data will be gathered for them and their scores will be analyzed. However, subgroups can also be cohorts and their data disaggregated to see if there are trends that are not apparent until disaggregation occurs. Subgroups will include those by gender, race and ethnicity, native language, by program such as those with I.E.P.s or identified ELLs and others (ex. Bus-riders; Daily Attendance; After school Participants, etc.) Their data will be analyzed looking for trends with discussions of causes and then invention action plans, again following the data cycle. This data will be used to assess program and service delivery as well as small groups of students' levels of achievement.

Evaluation of the school as a whole

The founding team has set aside time in the Pre-Opening Year to develop a comprehensive Evaluation Policy with procedures and guidelines. As described more fully in Part II section D Staff Hiring, a more complete description articulates the Evaluation Process for the Teaching Staff. In addition, evaluation procedures will be developed for school programs, administrators, financial operations, and the Board of Trustees. Specific types of data will be collected regularly in order to assess on going status as a formative assessment would and then a cumulative report will be created with data sets and criteria for judging which would be set up before the school year begins.

The GRADE and G-MADE assessments will help to give us a big picture of where our students are in reading and math as a school. As previously mentioned we will also be able to assess individual growth, classroom growth and grade level, too. These test will be administered regularly and over time will create the picture of our student' overall achievement. These results can be analyzed further to see where students are becoming grade level performers and where they are not and what is underlying the differences. This data can also be disaggregated so that cohort groups of race, ethnicity and gender can be analyzed and reported to meet the expectations of the NY State Accountability system.

Promotion Criteria:

Students can earn grades and promotion passing both their coursework and their End-of-Year (EoY) Assessments for each grade. Students must show they have accomplished the NY State Learning Standards and Common Core in their current grade before being promoted to the next grade. GCCS will use multiple measures to determine grade level academic performance including report card grades, scores on formal assessments such as the NY State Assessments, norm-referenced and criterion-referenced assessments like the GRADE and G-MADE, Fountas and Pinnell Benchmark Assessment System, Writing rubric scored samples, and End-of-Unit and EoY assessments in Math, Science and Social Studies. GCCS reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement as seen through the classroom internal assessments. Students failing to meet any of the grade level or school expectations as defined by the following criteria 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 year.

For Grades Kindergarten to Grade 2: Teacher observation and class work that is at grade level with Reading Levels at end of K: Level B; end of Grade 1: Level H; and end of Grade 2:Level L.

For Grade 3 to Grade 5: Teacher observation and class work that is at grade level with NYS ELA and Math at Level 2 and above.

E. School Climate and Discipline

The area of School Climate and Discipline is of paramount importance to the Founding Team of GCCS. The Primary Years Programme was selected in part because of the attention to environment and creating a climate of acceptance and mutual respect. Many of the academic published resources from the Developmental Research Center have a social-emotional component that teaches students how to work together successfully. Even the First Steps programs feature a focus on Environment and Attitude that includes how to 'Create a supportive environment which values the diversity of students' speaking and listening development and that nurtures a community of readers and writers.'³⁰

The *Incredible Years Program* will be adopted primarily because it features research-based, proven effective programs for reducing children's aggression and behavior problems and increasing social competence at home and at school especially with young children.³¹ Its short-term goals include: Promote social, emotional, and academic competence in children:

- Increase children's social skills.
- Increase children's understanding of feelings.
- Increase children's conflict management skills and decrease negative attributions.
- Increase academic engagement, school readiness, and cooperation with teachers.³²

GCCS will address climate and discipline areas with a three part proactive focus: Part I. Offer parenting programs. Parent training remains the single most effective strategy for preventing behavior problems and promoting social and emotional competence. The GCCS Family Coordinator, Social Worker and several of the Student Support Aides will be trained in the Incredible Years Parenting in the BASIC Early Childhood (for parents of children 3-6 years old) and BASIC School-Age (for parents of children 6-12 years old). These classes for parents will be offered throughout the school year at times that are convenient for parents and guardians.

Part II. Provide teachers training. Teacher training in classroom management skill reduces aggression and increases children's social and emotional competence as well as school success. The Social Worker, all teachers and all Student Support Aides will be trained in the Teacher Classroom Management Program in the summer before the school opens. Teachers and Aides will also be trained in the Dina Dinosaur Child Training Series.

Part III. Provide children with social and emotional training. Child training produces improvement in social behavior with peers at school. For highly aggressive children the combination of parent and teacher/child training produces better long-term results than either alone. The Dina Dinosaur Child Training Series will be taught to students as part of their Personal, Social and Health classes.

Despite the best training and highest expectations, each classroom must have clarity of expectation and consequence in order to provide the consistency that young children need to feel safe and comfortable in their environment. Along with this aspect, continual positive communication with parents is also essential to building a community of support.

To ensure that an environment is created where teaching and learning can flourish, GCCS will develop a series of expectations that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities. School staff will ensure that parents and students are well informed of these policies both before

³⁰ First Steps Second Edition, by STEPS PD, Department of Education and Training Western Australia 2004

³¹ Incredible Years website: www.incredibleyears.com

³² Ibid

enrollment and at the time that students sign up for enrollment in our charter school. Parents will be informed of our expectations that a positive and productive classroom environment will be maintained in our school.

Our code will set forth the school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances to the staff member imposing sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extra-curricular activities, and expulsion. (See Attachment B for GCCS approach to discipline for special needs students)

GCCS will develop a strong, positive and supportive school environment that encompasses students, staff, parents and the community. It will also build structures that encourage communication and understanding between home and school. Finally, it will prepare a clear outline of this process to be followed and consequences when safety and order are disrupted.

II. ORGANIZATIONAL PLAN

The Board of Trustees shall be the final authority in general school policy and operations. The daily management and oversight of the school and its population shall be delegated to the Head of School. The Board will, however, monitor and ensure the Head of School and faculty's compliance with the charter and the over-arching goal of maintaining a strong and effective academic program geared toward providing a global education.

A. Governing Body

Board of Trustees:

1. General

Global Community Charter School will be governed by a Board of Trustees consisting of seven to fifteen members. To formalize how governance is executed and maintained as well as to ensure consistent efficient oversight of the school, the Board will adhere closely to the terms of the charter and the mandates of the Bylaws. Consistent with those Bylaws we will select officers who will hold specific responsibilities essential to maintaining a lawfully compliant and fiscally sound school.

2. Roles

In general the Board, as managed by the officers and delegated to its committees, will be responsible for directing policy for the school, overseeing the financial management of the organization, monitoring academic progress, serving on committees as needed or dictated below, hiring, evaluating and firing the Head of School, overseeing the educational program and ensuring the school meets its academic goals, ensuring that the school resource's are mission-aligned, ensuring that the school is operationally sound, maintaining regulatory compliance, including reporting requirements, fostering excellent relations with the school's local community and promoting the interests of the school, ensuring the effectiveness of the Board in carrying out its responsibilities.

3. Fulfilling Governance Responsibilities/Committees

Global Community Charter School's Board will use real and up to date data to continuously assess the school's academic and fiscal health, alignment with charter and regulatory compliance. This analysis will be based on the accountability goals outlined in the charter application, review of financial reports and academic assessments. The Board plans to develop a dashboard-style system of monitoring key metrics.

Board development and training for new board members will be provided prior to launch, and on an on-going basis, annually.

The Board will meet twelve (12) times per year to discuss the academic, fiscal and organizational health of the school. At each meeting, the Board will review reports prepared by the Head of School to ensure the school is on the path to meeting or exceeding the goals articulated in the accountability plan. The Board will ensure that the Head of School follows all legal guidelines or creates and executes a corrective action plan in a timely manner. The Board will review audit findings and corrective action plans, and it will ensure that the school meets all safety requirements. The Board will maintain five standing committees: Executive (Chaired by Board Chair), Finance (Chaired by Treasurer), Education and Academic Accountability. Additional committee members will be appointed by the Chair.

Executive Committee: There shall be an Executive Committee that shall consist of the officers of the Corporation and the chair of the Education and Accountability Committee. Except as otherwise provided by law, the Education Law of the State of New York, the Charter of these bylaws, all acts done and power and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees.

Finance Committee: The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members a Finance Committee that shall consist of a chairman and at least two (2) other Trustees. The Finance Committee shall be responsible for the fiscal health of the Global Community Charter School. This committee will monitor finances, review budgets and financial statements and make financial recommendations to the Board of Trustees as necessary. The Treasurer shall chair this committee.

Education and Accountability Committee: The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members a Finance Committee that shall consist of a chairman and at least two (2) other Trustees. They shall monitor the overall academic performance of the school, reviews assessment data, works with school staff to present academic data to the board. Monitors progress toward meeting interim and five year charter goals.

B. Founding Team, proposed Board of Trustees, and Key Personnel

The groundwork for a solid and successful launch must be laid by a founding team possessing a qualified mix of broad skill sets and abundant experience. We have assembled such a team ranging from educators, administrators, entrepreneurs and business professionals. We recognize and believe that the contributions each of these team members brings will be a key component to the diverse education we want to offer at Global Community Charter School.

Phyllis Siwiec: *Lead Applicant and proposed Head of School for GCCS; currently an education consultant with urban charter schools and public schools. Phyllis has extensive experiences as urban educator, including as teacher, coach, Principal, and at the Harlem Children's Zone Promise Academy Charter Schools, as Assistant Superintendent responsible for guiding leadership team development at charter schools and refocusing support for underachieving students. As a Director of Teaching and Learning for not-for-profit regional educational service center; worked with 35 school districts developing professional development opportunities; budget development; as Head of school will consolidate Leadership roles for first two years and help train a Curriculum Coordinator as an apprentice.*

Carlos Aponte: *Member of Founding Team in area of Finance, Operations and Governance; Manager of Training and Development for Digital Equipment with focus on Human Resource Planning Model for strategic business planning; worked internationally with integration teams Headmaster and CEO of a*

charter school where he successfully managed the renovating and refurbishing of an 110,000 sq. ft property as the new home of charter school of 900 students and 185 staff; bilingual Spanish/ Khmer-Cambodian charter school, led academic turnaround of school; Senior Program Officer of educational reform agency managing New Teacher Induction, Preparation and Support.

Peter Prosol: Member of Founding Team in area of Finance and Operations and proposed Board of Trustee member Senior Consultant, IBM, develops systems used to better analyze data to improve decision making; Vice President of Finance, Executive Board of not-for-profit program that helps underprivileged high school students apply and succeed in college; interested in setting up data-based systems for GCCS

Sheronda Rochelle, Esq.: Member of Founding Team in area of Governance and Legal and proposed Board of Trustee member, lawyer, Vice President and Assistant General Counsel at JPMorgan Chase & Co; experienced in general contracts, dispute resolution/ pre-litigation; will review potential contracts, agreements, and advise on compliance issues, safety, health and other areas of expertise

Alexandra Miletta Ph.D.: Member of Founding Team and proposed Professional Developer and Coach for GCCS staff in the area of Observation, Assessments and Collaborative Learning Teams; currently Professor of Early Childhood Education at Mercy College has extensive work with urban schools and mentoring successful urban teachers. Through her work with Reggio Emilia schools in Italy, she developed profound insight into the importance of learning environments that inspire for all children.

Rachael Beard: Member of Founding Team in area of Community Development and proposed Board of Trustee member; resident of GCCS recruitment area; Executive Director & Co-Founder of LinkEducation, New York, developed partnerships with key community organizations including Insideschools.org, AccessNYC, GreatSchools.org, New York University; fundraising success eager to help develop a fundraising plan for GCCS.

Greg Freelon: Member of Founding team in area of Community Development; Founder and President of Windy Crest Communication New York, since 1987, multimedia production company with a focus on issues that affect at-risk youth; Community Organizer who lives in the community and has made overtures to our first potential neighborhood liaisons.

Tanya Espy-Disparti: Member of Founding Team in area of Community Development and proposed Board of Trustee member; Parent and Family Organizer; lives in Harlem near GCCS designated recruitment area; has developed a network of support for families and children in Harlem.

Tasha Young: Member of Founding Team in area of Community Development and proposed Board of Trustee member; Daughter graduated from IB Diploma programme and can talk with families about the benefit of program and rigor; not-for-profit manager works with foster families and has insight into their situations and can provide community support.

Lydia Gutierrez: Member of Founding Team and proposed Professional Developer and Coach for GCCS staff in area of Teaching Special Needs students and English Language Learners and GCCS Coordinator of Special Education Support. As a Teacher Education Instructor at Mercy College, Lydia has extensive expertise in the law and education of Special Education students and English Language Learners; central office administrator responsible for grant writing and management.

Procedures for conducting and publicizing monthly board meetings

The Board of Trustees of GCCS will comply with the New York State Open Meetings Law. It will give public notice, no less than one week in advance, of the date, time, and location of any board or board committee meeting, by posting notice of the meeting in the school and on the school's website, and through the *Amsterdam News*, a local community news organization. The Board of Trustees will compile minutes of both open and executive sessions. The minutes of open meetings will contain a record or summary of all motions, proposals, resolutions, and any matter formally voted upon and the vote thereon, and will be made available within two weeks of the meeting. The minutes of executive sessions will contain a record or summary of the final determination of any action that was taken, the date, and any votes taken and will be made available within two weeks of the executive session. All minutes will clearly state how each individual board member voted in all instances.

Parent Participation in Governance: Parents will participate in school governance in several ways. In place of the more traditional Parent-Teacher Association (PTA), GCCS will develop Parents as Partners Association (PAPA) made up of one representative from each classroom to serve on a Parent Advisory Team (PAT) that will meet regularly with school leaders to directly address issues and concerns that arise as the school year unfolds. In addition PAT will oversee the PAPA monthly meetings at which agenda will be developed to further address concerns, present informational issues, guest speakers and activities whose topics are generated by parent surveys that will be administered at the beginning of the school year. Subcommittees will be created to plan and carry out specific projects to support the school, such as family outreach projects and community involvement. At least one seat on the Board of Trustees will be reserved for a parent of a child enrolled in the school as a voting trustee. This parent will be elected by the vote of PAPA and his/her term of office will be one year. If GCCS occupies DOE space, a parent will be selected to represent the parents on the Shared Space Committee.

GCCS will promote staff participation in school governance by creating and maintaining a work climate that is friendly and supportive, in order to encourage staff contributions to discussions of academic issues. Through regular meetings with the Principal and the Instructional Coordinator teachers will be able to raise issues, discuss and reach agreements on priorities, plan ways to resolve problems, make suggestions, propose projects and assume responsibilities for carrying them out. Staff will also participate in school governance through membership of the PAPA. The expectation is that teachers will attend all PAPA meetings either as presenters or supporters of particular agenda items and of building community with parents. The Head of School will represent the school at Board of Trustee meetings, providing key insights on school operations and representing the needs of staff to the BOT where necessary.

Plans for Recruitment of Additional Board Members: At this point, the school has recruited five board members who are committed to serving as Founding Board Members as well as being Founding Team members. Their areas of expertise include finance, community relations and development, knowledge and connections in West Harlem, family support, business, non-profit management, charter school BOT participation and law. The founding team continues to look for an educator with IB experience and a business developer. Once the school is open, a PAPA representative school parent will have a seat on the BOT.

To recruit new board members GCCS will work with the International Baccalaureate Organization, Mercy College and other universities and community organizations, as well as the personal networks of the founding team members and of the New Schools Incubator of the New York Charter School Association, the New York City Center for Charter School Excellence, and LinkEducation. It will also continue to develop relationships with IB PYP schools to network about skilled IB PYP practitioners who have the

desire to participate as a founding board member of a new and exciting example of this instructional model.

C. Management and Operation

Organizational Structure of the School

The Board of Trustees upholds the school's mission and vision, hires, sets compensation for and evaluates Head of School, ensures effective organizational planning and resource allocation and monitors the school's programs and services according to the terms articulated in the charter. They have final authority over the policy and operational decisions of the school and delegate day-to-day management to the Head of School.

The Head of School is responsible for implementing the mission of GCCS, achieving its objectives, and managing the daily internal affairs to ensure smooth, effective, practices including but not limited to hiring staff, budgeting responsibly, acquiring and managing necessary resources, and maintaining the safety, instructional effectiveness, and cultural integrity of the school. Along with direct supervision of the CFO, Directors of Instruction, Special Education Coordinator, Instructional Coaches, the HOS also works closely with developing the supervision and evaluation of all teachers with their supervisors in order to establish common ground and shared expectations for teachers at GCCS. The Head of School, along with the Curriculum Coordinator, plan and implement professional development for the teachers.

In the first two years of the school, the Head of School works closely with the Curriculum Coordinator in the Lower School (grades K-2) to mentor in the daily, weekly, monthly decisions that need to be made, implemented and evaluated, readjusted if necessary and/ or redone. After two years of on-the-job training, the Coordinator, if qualified, will be promoted to Director of Teaching and Learning. Head of School will then start training the Coordinator of Curriculum for Grades 3-5 during the third year of school's development. At the end of the fourth year, the Upper and Lower School management teams will be ready to assume all responsibilities found in their area of expertise while continuing to be integral members of the GCCS Leadership Team. The Head of School continues to oversee both the instructional and operational aspects of the school.

The **Directors of Teaching and Learning** (DTL) supports the mission, the Head of School, and the instructional staff in either the Lower or Upper Schools. The Director of Instruction is responsible for the effective implementation and management of instruction and curriculum design, developing expertise and talent in the teaching staff, co-supervision with the Head of School, data analysis of student progress with monthly reports to the Board of Trustees and working with the Instructional Coaches and later the Primary Years Program Coordinator to guide the implementation of the IB PYP model. In addition the Director of Teaching and Learning working with the Instructional Coaches and PYP Coordinator plans and delivers professional development opportunities embedded in weekly collaborative meeting time, staff meetings and in August before each school year begins.

Chief Financial Officer, the first two years of the school, mentors the Operations Coordinator in the Lower School (grades K-2) in the day-to-day and overall responsibilities of the management of the non-instructional aspects of the school. After two years of on-the-job training, the Coordinator will, if qualified, be promoted to a Director of Operations position. In addition, the CFO will be responsible for oversight of financial management and reporting, Human Resources which includes recruitment of staff, Development and Fund-raising, and Technology. The CFO is also the contact with the outsourced payroll agency, technology consultant, and works with Directors of Operations on a purchasing and requisition system.

The **Directors of Operations** (DO) in either the Lower or Upper Schools directs and manages the operations of the school including but not limited to oversight of all student records and information, managing food service accounts including student lunch counts and reporting, and scheduling transportation for field trips and school days over NYCDOE school calendar, and coordinating all aspects of student enrollment. The Director of Operations also keeps track of staff attendance, sick days, vacation time, and creates and updates the school calendar. In addition purchase orders originate with the Director of Operations who also is the point of contact for the outsourced nurse, security guard and custodian. The DO also supervises the Data Entry point person as a technical support person. In addition the Operations Coordinator/ Director of Operations works with the Curriculum Coordinator/ Director of Teaching and Learning in partnership with the Urban Arts Partnerships to support, oversee and evaluate the After School Program that runs from 4:30 PM to 6:00PM each day.

The **Classroom Co-Teachers** are directly responsible for planning and delivering instruction, assessing students formatively and providing timely feedback, building classroom communities, communicating with parents and guardians regularly. Each class will have a Lead Teacher and an Apprentice Teacher. Both will be certified in elementary education and one or both will be certified in Special Education and/ or teaching English Language Learners and/ or IB Primary Years Programme trained.

Head of School:

Given the particular characteristics of the school, it will require a leader with a special combination of experience, attributes, and qualifications. The Lead Applicant is the proposed School Leader/Head of School.

Responsibilities of the Head of School include:

- Hire school staff
- Serve as administrator and mentor to curriculum and coordinators
- Oversee and work on curriculum development and implementation with Directors of Teaching and Learning
- Ensure the successful development of the IB PYP model
- Direct, supervise, provide guidance and give support to teachers in order to improve instruction
- Ensure the proper use of student data to drive and improve instruction
- Plan the master schedule of classes for students and staff with Directors of Operations
- Provide professional development for the staff with Coaches, Directors of Teaching and Learning and PYP Coordinator
- Work with Student Support Aides, Social Workers and Teachers to handle discipline matters with students with sensitivity
- Direct and oversee financial and budgetary planning and business operations
- Make formal reports to the Board of Trustees
- Work closely with parents and the community at large to obtain community support
- Work with the Board of Trustees to ensure legal compliance of the school

Expectations of the Head of School

- Be accountable for students' overall academic performance
- Manage school revenues and expenses to stay within agreed upon budget
- Be available to parents, students and staff after class, at night or on weekends
- Maintain work hours extending beyond school hours for other duties, such as staff meetings, etc
- Maintain professional standards and a school environment that is productive, safe and focused
- Participate in IB PYP professional development

Experience Requirements

- Substantial teaching and administrative experience
- Experience working in an urban school setting
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills in English and another language

Actual Qualifications of Founding Head of School:

- Certificate of Advanced Studies from Harvard Graduate School of Education in School Leadership/ School Development and Urban Education
- Experienced teacher in progressive settings with diverse populations of Special Education students, English language learners, gifted and talented students and multi-age groupings
- Personal commitment to creating supportive and engaging learning environments for urban children
- Instructional and Operations leader for two K-12 charters for Harlem Children’s Zone Promise Academy Charter schools
- Experienced art educator at K-12 grade levels
- Resident of community in which school is being located

Qualifications for hiring Staff

GCCS’s success will depend on its obtaining staff that are committed to its mission and have the capacity to provide a high quality education to its students. Hiring policies will be stringent and fair; as an equal opportunity employer, the GCCS will seek the best qualified employees with no discrimination with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability.

Reference Check: In accordance with the requirements of Ed.L. §28554(3)(a-2) GCCS will check all references provided by candidates for employment.

Fingerprinting: Before any employee can begin working at GCCS, they must clear the NYSED fingerprint screening process. One or more of the following forms (OSPRA form 101, 102 and/or 104) will be sent to NYSED for all new employees. Certification requirements: GCCS will comply with all requirements of New York State Education Law. In accordance with Article 56, Section 2854(3)(a-1). According to the requirements for all public schools, all teachers will be certified, with the exceptions allowed by the law, as long as uncertified teachers do not comprise more than 30% of the teaching staff or five teachers, whichever is less.

Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. The school will comply with Education Law 2854(3)(a-3) and notify the State Education Department upon the hiring, firing or resignation of staff.

C.1. Charter Management Organizations

Applicant Instructions: Select the statement that is applicable and proceed as directed:

We intend to contract with a not-for-profit charter management organization. *Continue with completion of this section.*

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

D. Staffing and Human Resources

STAFF	PREOPENING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Lead Teachers		6	9	12	15	18
Apprentice Teachers		6	9	12	15	18
Teaching Assistants		3	3	4	4	5
Specialty Teachers		2	2	3	3	3
Aides		3	3	4	4	5
Social Worker		1	1	1	1	1
Family Coordinator		1	1	1	1	1
Instructional Coaches	1	1	1			
IB PYP Coordinator				1	1	1
Curriculum Coordinator		1 (K-2)	1(K-2)	1 (3-5)	1(3-5)	
Directors of Instruction				1	1	2
Operations Coordinator		1(K-2)	1(K-2)	1(3-5)	1(3-5)	
Directors of Operations				1	1	2
Chief Financial Officer	1	1	1	1	1	1
Head of School	1	1	1	1	1	1
Admin Assistants	1	1	2	3	4	4
Total Staff	4	28	35	47	54	62

Attributes, attitudes and approaches of teacher candidates

GCCS is looking for competence and caring in their candidates. But our teachers must exhibit the qualities of global citizenship³³ to be able to guide our students in the direction of our program. That calls for adventurous spirits, experience living in a different environment than the one born into, speaking more languages than English, high tolerance for differences, enthusiasm, love of travel and learning new things, desire to give children of all backgrounds a challenging and worthwhile education, yearn to experience different cultures and broader perspectives, and to seek to become more globally aware. Experience with IB PYP, Special Needs, ELLS and urban education are all desirable as is successful co-teaching expertise.

How staffing supports the educational program

There are two NYS certified educators in each classroom. Ideally, the Lead Teacher we are seeking will have at least 3-5 years of teaching experience at the elementary level, and be certified in Special Education and/ or English Language Learners and/or IB PYP experienced. The Apprentice Teacher will have less experience, but could be certified in Special Education, ELL or IBPYP experienced. The differentiation in job title is to accommodate teachers of fewer years experience, but with credentials for elementary teaching in place. If the teacher has no additional certifications or IBPYP experience and fewer than three years experience, they would be placed as an Apprentice Teacher with a Lead Teacher. The budget supports this expenditure as it is essential for each classroom to have at least one Special Education certified and/ or ELL certified teacher. Since GCCS is a full inclusion setting, this necessary component is the foundation upon which we build. In addition there is a full time Social Worker and

³³ Dr. Fernando Reimers, Harvard Graduate School of Education, podcast, lists three competencies of Global Citizenship as: Positive interest in the affairs of other countries; speak another language at a advanced level of comprehension and expression; and deep understanding of the human experience as a way to connect to others in many parts of the world.

three Teaching Assistants all trained in the Incredible Years behavioral support program. They will act as a team to train the teachers and work with the Family coordinator to offer Parent Training to our families. This is another foundational support.

Strategies for Recruiting and Retaining Effective Teachers

Recruitment: In order to obtain an applicant pool with characteristics appropriate to the school's mission and culture, recruitment will take advantage of the networking resources of the Founding Team, Board of Trustees and especially our two Mercy College colleagues who instruct potential candidates in their courses. GCCS will also continue to build relationships with the International Baccalaureate Organization and the International Schools Services, both of which have full placement services for teachers already trained in IB PYP and teaching or wanting to teach in schools around the world. We think that New York City could be a draw for an internationally-minded teacher who would enjoy the challenge and excitement of being a founding teacher or PYP coordinator. In addition, our dual-certified students are being trained in colleges and universities in the Northeast. Attending recruitment fairs in Boston, New York City and Washington, DC is beneficial to locating strong candidates. Several of the Founding Team are alumni of graduate schools that have very active listserves that regularly post and distribute job openings. A Facebook page for the school is another opportunity to attract an interesting talent pool of educators. In a more traditional manner, ads will be placed on Ed Week's Top School Jobs online, NY Times jobs postings, and other metropolitan news organizations.

Retention of professional teachers and administrators

GCCS will offer very competitive salaries and benefits, with one to three year contracts for those who are willing to make the commitment and who meet our very high standards. GCCS offers team-teaching with very desirable teacher to student ratio, educational tuition benefits, assistant support, opportunities for teacher leadership, exceptional professional development experiences, collaborative learning environments, and opportunities for professional dialogue, decision-making, and curriculum construction. GCCS administrative leaders will model the inclusive and supportive professional relationships that guide not only the individual growth of each educator, but most importantly, of each child. An active engaged staff will be empowered to take responsibility for not only curricular decisions, but after year one, will be essential members of hiring committees, advisory councils, and community organizations.

Evaluation

The Teacher Evaluation Process will, like the students' include "multiple forms of evidence," represent a cross section of documents that present each teacher in a more complete picture. As mentioned in the Prospectus, the work of Paula Bevan will be instrumental in setting the stage for teacher improvement and coaching. The Bevan rubric describes four domains or areas of focus for both the teacher and Head of School or Director of Instruction to observe and provide strategic feedback regarding teacher's next steps: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Teachers will also need to provide a monthly summary of student performance with samples of student work, data and analysis, in addition to unit designs, lessons and reflections on teaching of lessons. At the beginning of each year teachers will set goals for themselves based on the Bevan's Self-Evaluation and other goal areas. Evidence will be gathered and reflected upon so that when the end of the year arrives there is ample proof of goals met, challenges acknowledged, solutions resolved. In this way, teachers can be held accountable for students' results. There is a summative evaluation that the Instructional Leader will complete on each teacher based on observations over time, action plans for improvement and each teacher's collected evidence including student data. This process forms the basis for those teachers with one year contracts to be renewed or not; and goal areas for

those returning on multi-year contracts. But the simple comparison of teacher to teacher, using student data without an understanding of the team-teaching dynamic, the inability to truly balance all classes and the difference in experience and background knowledge makes, leads to erroneous conclusions. Our evaluative process will support teachers' improvements, self reflection and their sense of efficacy. This will all result in students learning and thriving.

Teachers who prove to be interested in improving their teaching; who are relentlessly focused on making sure all of their students are achieving; who work with their colleagues in professional and supportive ways; who contribute to parent satisfaction and support: these are the teachers GCCS hopes to recruit and develop.

E. Student Recruitment, Enrollment, and Evidence of Demand

As stated in the prospectus, West Harlem is an area of huge ethnic, cultural and socio-economic range, a perfect fit for the GCCS mission which focuses on a multi-cultural environment embedded throughout the school. To foster this multi-cultural environment, we are taking extra steps to reach our West African, African-, Arab-, and Asian-American as well as local Caribbean, Hispanic, Latino, and Asian populations to ensure these families know that they are not only eligible to apply to the school, but will guide them through all steps of the application process.

Family/Parent Outreach: In our deliberate attempt to undue some of the misgivings about promises made and never delivered, GCCS' Founding Team has been cautious in actively recruiting families before our charter is granted. Once our charter is approved we will act. At the same time, GCCS will recruit strong neighborhood liaison members. These partners will be active in introducing the GCCS mission throughout the school's catchment area. Building and maintaining positive relations with the surrounding community is essential to the school's success. GCCS neighborhood liaisons will be actively involved in interacting with and including the area's primary stakeholders: families and their children. These efforts will be ongoing. Developing relationships with enthusiastic community leaders will ultimately help GCCS field competent and active community representatives for school governance and school/community activities. Finally, GCCS will continue to dialogue with a number of faith-based organizations within its proposed recruitment area to make the key introductions to area clergy and leaders. Through the active and ongoing involvement of parents, families, community organizations and educational collaborations and political engagement, GCCS will lay the groundwork for the successful recruitment of students and involved families along with the support of their communities.

Recruitment through Community Liaisons: GCCS continues to build on existing community relationships board members have to engage these families from all backgrounds. We have recruited community liaisons to help us lead and coordinate several local community meetings and 'open houses' in community centers (e.g., Hamilton Grange, Jackie Robinson Band shell, St. Nicholas Park), NYCHA housing complexes (e.g., Polo Grounds, Manhattanville, Grant) and other large apartment complexes (e.g., Morningside Gardens, Columbus Square) within the catchment area to share information about GCCS and recruit additional families to show their support for the school in this community. Because English is a second language to many in our target population, all GCCS application materials will be translated into all languages necessary including Spanish, French, Arabic, Korean, and Chinese. Additionally, our community liaisons and Founding Board members represent different backgrounds including African-American, Italian-American, Polish, Cuban, Puerto-Rican, and Polish-American, are multilingual in Italian, Polish, Spanish, French and English and can serve as translators at targeted GCCS events.

Recruitment at Community Fairs: Throughout the fall and spring public parks throughout our catchment area hold various events for the community, many of which allow organizations to sit at booths and share information. GCCS will be present at these gatherings including those held at the Jackie Robinson Park Band shell and the St. Nicholas Park Green, and street fairs in Morningside Heights. We will not only provide multilingual materials about the school to those interested, but will allow interested families to sign up for our email list and mailing list to receive further updates about the progress with the school and news about the pre-opening process. To ensure we are communicating with families in native languages, if desired, we will collect preferred language at these times as well. Community liaisons and Founding Board members from each neighborhood will play an integral role in talking with their community members at these events.

Recruitment through Public Presentations: GCCS Founding Board members and community liaisons will make presentations to targeted neighborhoods to provide families of all backgrounds the opportunity to learn more about the school and the options it presents their children. Meeting presentations will discuss topics such as what is a multi-cultural, multi-lingual learning environment, the IB philosophy, inquiry based learning vs. didactic learning and parental involvement. GCCS events will be advertised in large neighborhood businesses such as the various Pathmark and Associated grocery stores, beauty parlors, libraries, churches, community centers and other small businesses. Our team is interested in meeting people where they naturally congregate and feel comfortable. In many ways, it's the approach to use to spread the word in a small town and to address concerns in a more personal manner.

Recruitment of Students with Special Needs: Recruitment will be focused on those day cares that serve bilingual and multilingual children and families that have special needs such as the West Harlem Community Organization Head Start Program which usually offer bilingual special education and pre-school special education. GCCS will also target the Ecumenical Community Development Organization's Head Start program. This program is available for low income and public assistance recipients' who are returning to work and are seeking childcare for their children. Often these children have special needs and circumstances. Early intervention specialists at the Cooke Center can also help us locate and contact families with students who need or may need additional support. In addition Harlem Children's Zone has established programs such as Baby College and the Three Year Old Journey that are focused on families at risk and is a link to those families already receiving services that live in our recruitment area.

Recruitment of English Language Learners: GCCS is coordinating with the International Rescue Committee, a refugee resettlement INGO where one of our Founding Board members works to reach new and existing immigrant families living in our recruitment area. We are also in contact with other agencies that work with refugee and immigrant populations to gain access to and support for families that are new comers to our community such as Catholic Charities Community Services, Lutheran Family and Community Services and Safe Horizon. GCCS will reach out to the Community Association of Progressive Dominicans, Nasry Michelen Day Care Center and Aspira of New York in order to connect with Hispanic families and their children. The Association of Sengalese in America has an office very near our recruitment area and serves as a community social center for West Africans. We look forward to connecting with families through this network.

Recruitment of Students who Qualify for Free/ Reduced-price Lunch: Since a careful analysis of both Community District 7&9's census tract maps that designate high poverty, race and ethnicity as well as areas of need was already completed by the founding team, specific census tracts have been selected as those where the poverty rates are highest. Our neighborhood liaisons who are designated point persons that we have recruited earlier will also be instrumental in making sure all families who may not have

been easily contacted, are informed of our school and its mission. Local presentations in Housing Projects, churches, and other community-based organizations are planned with targeted follow-up to those families that sign-in at these events. The liaisons can also help in the completion of the lottery application and reminding families of the deadlines as they approach using postings in public housing buildings and emailing those for whom this is a preferred method of communication.

Enrollment Support: Through the email and mail list compiled through community outreach and student recruitment, GCCS will keep interested families updated with the exact timeline of the application process including where to receive the forms and where to submit them. Additionally, GCCS will provide multilingual support for completing and submitting the application forms at all targeted community events. Invitations will be mailed or emailed to families in their language of preference with additional follow-up and personal outreach by community liaisons and Founding Board members. Targeted family orientation sessions will be held throughout CSD 3 and CSD 5 to educate families about the application process with brochures and flyers about such events posted in local newspapers, supermarkets, religious organizations, community centers, other institutions identified during outreach, apartment complexes, shopping areas such as along 125th street and 145th street, large grocery stores, parks and play grounds in the neighborhood.

Online Presence: To further support the recruitment of a diverse group of students as well as support families through the application process with live updates, GCCS will have a strong online presence. The planning team has members with web development and design experience that are in the process of creating a vibrant web presence for the school through which it will share basic information, news and application updates in real time to keep web accessible families informed at all times. The GCCS team will make direct follow-up efforts to families during the waiting period to keep them engaged and privy to next steps in the application process.

Evidence of Demand: GCCS' evidence of support is found in four different collections: the data that reveals the discrepancy in achievement between Black/ African American and Hispanic/ Latino students and White and Asian students in CSD 3 schools (see the Prospectus pages 3-6); the repeated references in CBD 7's meeting minutes and reports that discuss the overcrowding of schools within the community board³⁴; lottery numbers for other charter schools in our area include KIPP Infinity Elementary CS with 302 applicants and enrollment of 93; Harlem Success 5 along with Harlem Success CS #1,#2,#4,#5 total applicant pool of 3600 with enrollment of a total of 640; and NY American French CS with an enrollment of 190 students; Upper West Success CS has over 600 applicants for September 2011; and letters of support from a range of community members who live, work or run agencies that support community members. (see attached). Repeatedly our supporters have mentioned how GCCS is a viable alternative for those who want to make a choice for progressive education in a small school setting.

F. Community Involvement

The Harlem community is one rich with incredibly vibrant, culturally diverse and close-knit neighborhoods. Harlem families range from those that have made this community home for generations, preserving and then passing along cultural institutions, carefully built businesses and stable homesteads, to those families newly arrived to these shores. Refugees from around the world come to Harlem to establish roots for their families in America. In Harlem, the word 'family' extends deep into the community at large as a matrix of families, businesses and service providers who interact on a daily basis. This network is critical to the establishment of GCCS and the success of its students.

³⁴ District Needs Statement: www.nyc.gov/cgi-bin/misc/pdf

Strategic Approach: GCCS has created a comprehensive strategic approach to reach out and provide many levels of inclusion and involvement with the school's parental, community resident and organizational partners. The GCCS plan for Community Involvement is multi-tiered and organized around the logic involved in introducing and developing a new community school that will resonate with the local residents, families and community organizations.

The first step in GCCS' community involvement plan was found in the approach the founding board members used in identifying the needs of the catchment area as described above in Targeted Population of this Application. In mapping the school's catchment area, the GCCS design team focused on identifying and targeting for recruitment those families whose children may have ESL or ELL needs because of residing in a neighborhood where many people speak another language besides English who also live in poorer neighborhoods.

The second step in this process was to outreach to West Harlem's communities. GCCS' community efforts have produced meaningful positive responses from a broad cross-section of West Harlem parents, business owners and community-based organizations. Letters of support from the families and organizations already contacted through this on-going effort are attached to this application. Brief descriptions of some of those organization GCCS has engaged in its outreach phase follow below.

Community Service Provider Partnerships: GCCS has created partnerships with human services organizations including, but not limited to, the Human Resources Association and the Administration for Children's Services and the Office of Children's and Family Services. These partnerships will be instrumental in helping GCCS plan and incorporate on-site social services information workshops for parents and community members. Of tremendous importance to GCCS engagement of community organizations is the support of the Harlem Children's Zone. HCZ will be critical to GCCS' success through by virtue of its offering GCCS access to its range of support services for Harlem children and their families. In addition, the International Youth Leadership Institute, a New York City-based organization with a mission to empower Black and Latino secondary students to develop as critical thinkers and community leaders has voiced their support for GCCS. The International Youth Leadership Institute is involved in a global exchange of students as they develop Leadership Engagement Through Service while learning about leadership firsthand by actually studying in the countries of Central America, Africa and Europe. They are intrigued with our school and hope to help us with their students building relationships with GCCS students.

Community Business Partnerships: Local business establishments, large and small, are the lifeblood of any vibrant neighborhood. This is no different in West Harlem. Our intention is to have a business or community member sit on our Board of Trustees as a representative of the community. In addition, any partnerships with these organizations will not only help improve the engagement of GCCS students in the community, but will provide these local companies with greater recognition among their community members. For example, *My Red Rabbit*, a local organic food distributor for schools around New York is based in Central Harlem at 126th street and 7th Avenue. This provider is excited about the opportunity to share healthy eating habits with GCCS students as well as parents in our community. A partnership with this organization is incredibly beneficial to all parties: GCCS, *My Red Rabbit*, and the community-at-large.

Political Engagement with GCCS: The Founding Team has actively attended community board meetings in our catchment area to ensure we continue to hear the needs of the community and to build relationships with active members of the community. After attending an Education subcommittee

meeting of Community Board 9, members of the founding team of GCCS connected with representatives of the CB 9 to begin a conversation about educational needs in the community and how GCCS will help to focus on creating a learning environment for the range of students living in the neighborhoods.

Educational Partnerships: The founding Board members of GCCS understand the tremendous importance of and lasting value to be found in collaborations and/or partnerships with established educational organizations that serve the West Harlem community. GCCS has developed a relationship with *Urban Arts Partnership* (UAP), a leader in integrated arts programming. Urban Arts Partnership believes that an arts-integrated approach to learning is critical to improving the educational environment and advancement of under-served children. UAP has an established track record in the design and facilitation of such integrated arts programs that have impacted on some 120,000 students in 60 schools throughout New York City. UAP's mission is also closely aligned with GCCS' proposed IB PYP. Plans are being developed between these two partners for UAP to engage in GCCS academic activities in variety of ways. UAP will examine how best to serve GCCS through staff development and training, arts residencies, development of curricular units of inquiry and as teachers of art, music, dance and drama.

III. Financial Plan

A. Budget Narrative

GCCS has designed its budget to provide strong support for its core mission: providing the West Harlem community with high quality learning opportunities and openness across culture, class, language and other societal differences. The assumptions are robust, covering the school's needs primarily through public funding and leaving a significant buffer for adverse contingencies across all years. This section will cover: Pre-operational Budget, Budget Projections (Years 1-5), Debt, and Contingency Planning.

Pre-operational Budget (January 2012 – June 2012)

GCCS will operate on a minimal budget during the pre-operational period from January 1, 2012 to June 30, 2012. The Board of Trustees (BOT) will support the school actively through their expertise to limit the need for outside services. Also, GCCS will leverage free resources whenever possible, potentially including: New York Charter School Center for workshops, advisors, vendors, etc.; partnerships for leadership training; Morningside Public Library for meeting space, etc.

Total Revenue: Revenue is projected to be \$40,000, based on fundraising from grants; the Planning Team's extended personal and professional networks, community organizations, as well as contributions and donations from supporters. At this stage, funds have not yet been raised, but the Planning Team has the experience, professional expertise and social reach to succeed in this area over the next several months. A CFO with extensive experience developing and running charter schools will lead the fundraising effort. He/she will develop a plan that will focus on key grants and individual fundraising milestones, with task level responsibility assigned to individuals. Also, the CFO will set targets for the amounts to be raised and organize appropriate training, guidance and materials for the team.

The specific fund-raising plan for pre-opening includes: 1) informal wine and cheese gatherings (donated by nearby vendors if possible) will be located at a community site to present GCCS's program through visuals and chatting. Supporters, parents, and GCCS members would be invited; 2) creating a Facebook page in the "Causes" category and advertising information about upcoming events; 3) setting up an account with Paypal to have money donated online; 4) developing relationships with a non-profit Fiscal Partner as appropriate; 5) setting up a table at all community fairs and Green Grocer Farmers' markets (Morningside Park) every week to share info, sell baked goods, collect donations, etc.; 6) co-

sponsoring fundraising events that feature children's performances (e.g., from Urban Arts Partnerships); 7) soliciting donations from the Planning Team's extended personal and professional networks, which includes strong links to communities such as Harvard, Yale, JPMorgan Chase, IBM, NYC-based company Windy Crest Communications, online portal LinkEducation.org and various not-for-profit organizations. Additionally, GCCS will apply for all applicable planning and start-up grants, including: CSP Grant - \$600,000; The Walton Family Foundation - \$30,000 Pre-Authorization Grant and a \$220,000 Start-Up Grant; New York State Charter School Stimulus funding - \$50,000; etc.

Total Expenses of \$35,700 will include the minimum to effectively meet pre-operational needs. To minimize cost, GCCS will solicit pro bono services including core staff, as well as assistance with technology development, educational resource development, legal services, etc. The Head of School, CFO and 2 part-time Instructional Coaches for staff development will work pro bono, pending additional funding. \$8,000 is committed for publicity and job fairs for staff recruitment. Facility broker costs, curriculum development consulting and materials, technology (Web Design, computers and support), and Summer Institute Costs for staff development are estimated as \$5,000 each. \$3,000 is allocated for recruiting families and students through publicity, mailings, printing, meetings, flyers, open houses, etc. Based on an estimate from Arthur J. Gallagher & Co., \$2,500 is estimated for Directors & Officers coverage limited at \$1,000,000. Finally, \$1,200 for office supplies and \$1,000 for cell phones and landlines round out GCCS's pre-operational expenses.

Budget Projections (Year 1 through Year 5)

Executive Summary: For the first five years of operation, the GCCS budget will uphold the school's educational mission and operational needs, while maintaining conservative assumptions to prepare for unfavorable contingencies. The educational model is supported by a substantial financial and operational commitment, with funding for two teachers in each classroom (one Lead and one Apprentice), two Instructional Coaches driving professional development starting with the pre-operational period, as well as Specialty Teachers and Regular Aides to manage and assist students throughout the extended school day. Additionally, to support GCCS's core mission of educating students from diverse backgrounds in an inclusive environment, a full-time Social Worker, supported by two Behavioral Assistants (teaching assistants), will counsel students while a Family Coordinator will work with parents. Additional key operational assumptions include: a) renting a facility proportional to the student population, and b) outsourcing key functions, including nursing, custodial and substitute teachers. Conservative planning will support financial resilience. GCCS projects surplus Net Income and Cash Flow to support continued growth, beginning in Year 1, with substantial buffers in each following year as well, to expand the financial reserve. Additionally, the Head of School (HOS), CFO and Finance Sub-Committee will develop and continuously adjust contingency plans for various shortfalls.

Revenue: GCCS's key revenue assumptions include:

- \$13,527 revenue per pupil from the NYC DOE, and a 0% growth in the per pupil funding rate.
- Year 1 will start with 150 students (75 in Kindergarten and 75 in Grade 1). Years 1-3 will begin with 75 students in Kindergarten and Grade 1, with a 5% annual attrition rate per year for grades 3-5. Starting in year 4, kindergarten and 1st grade students will total 80 per year each.
- Standard public funding for a special education population reflective of the surrounding area, conservatively estimated as 13% of students, with 10% of students at 20-59% of the week and 3% at 60%+, based on an average of institutions in CSD 3 & CSD 5.
- 75%+ of students will be eligible for FRPL, corresponding to Title I revenue.
- Securing e-rate, which will provide up to a 90% reimbursement on initial network setup, and telecommunications services such as Internet, phone and long distance.

Expenses: GCCS's key expense assumptions include:

- Based on GCCS's dual teaching model, each classroom will have a Lead Teacher starting at \$60,000 and an Apprentice Teacher at \$55,000. Year 1 will have 6 Lead and 6 Apprentice teachers, with 3 Lead and 3 Apprentice teachers added each year for incoming classes (successful Apprentice teachers can move to fill Lead teacher spots that arise from school growth or teacher attrition, when appropriate). Either or both the Lead and Apprentice teacher in each classroom will be certified for Special Education, so no additional Special Education teachers are required.
- Key initial staff include: Head of School and CFO at \$100,000 each; Director of Teaching & Learning, Coordinator of Operations, a Family Coordinator, and a Social Worker each at \$60,000.
- Two Instructional Coaches will cover professional development (of a professional learning community, ELL, Special Education, etc.) during the pre-opening period and when the school is operating. One of them will also be the Special Education Coordinator.
- Year 3 will see the addition of a full-time IB Coordinator, as well as a Director of Teaching and Learning and Director of Operations for K-2 (the previous two Directors will stay on in the same roles but for Grades 3-5).
- GCCS will offer Art, Music, Dance & Drama education. The HOS and BOT will explore partnerships (e.g., with Urban Arts, Creative Arts and the like) to provide such teaching at sustainable cost, while meeting all certification requirements. Such a partnership will help supplement the expertise of the two initial Arts teachers hired in years 1-2, with a third coming on in year 3.
- Space will be rented in proportion to the number of students, as described under "Facility".
- Other notable expenses include teacher development and technology, which are key to support the GCCS mission.

Debt GCCS does not plan on incurring debt at any point in the first 5 years of operation, as it has no projected shortfalls in net income or cash flow at any point in this period, and a growing cash cushion each year. The major upfront expenses for the facility, recruitment, staff development, technology, furniture, etc., can all be covered with public funding and modest fundraising from grants, institutions and individuals. GCCS recognizes that public funds cannot be used to buy facilities or make lease improvements.

Contingency Planning As part of the Financial Plan, the CFO will prepare GCCS for contingencies in the first several years through thoughtful planning, active fundraising, and conservative financial management, and thus develop financial systems to prevent a budget shortfall from occurring in the first place. Currently, the budget projects a net income and cash surplus each year to counter unexpected expenses. And besides fundraising for the initial launch of GCCS, the HOS and CFO will organize fundraising to support growth and provide a reserve for contingencies. There will be appropriate methods for reconciliation of funds to be received from public sources, to ensure effective cash flow management. Additionally, the CFO, under HOS supervision, will maintain conservative spending discipline for the first few years, including the use of public or community resources when they are available, and GCCS will determine and raise the appropriate reserve to keep operating during a cash flow crunch. To provide accountability, the CFO will develop a monthly dashboard for the HOS and BOT with key metrics and trendlines including revenue, major expense ratios, cash flow projections, net income, reserves, the status of grants and other fundraising. In the event of a breach of a financial threshold or trigger as defined by the HOS or BOT, the CFO will take steps at immediate remediation in order of approach, as follows:

- Activate a freeze on discretionary spending.
- Negotiating payment delays with contractors and/or vendors, and, potentially, staff.
- If attrition outpaces expectations by 5% (for a total of 10%), the HOS and BOT will focus additional resources on recruitment, especially of students on the wait list or who applied but did not gain admission in the prior cycle.
- Request a bank loan.
- Reduce the number of staff, beginning with non-educational areas, then management, and potentially apprentice teachers, teaching assistants, and aides as a last resort.

Through careful planning and conservative budgeting, the CFO will make every effort to set GCCS up on a solid financial footing, while also investing in opportunities for future growth.

B. Financial Management

GCCS' financial management policies and procedures will reflect the school's values and goals, as well as ensure fiscal responsibility and the appropriate management of private and public funding and student information.

Financial Management Systems, Procedures and Staff: The CFO is ultimately responsible for financial management, while the HOS will provide oversight, set guidelines, define required reports to measure progress, share some responsibilities and generally hold the CFO accountable. The CFO will develop the financial management plan, including development, preparing annual budgets and cash flow statements, liability coverage, and reporting. Development and fundraising will be the joint responsibility of the CFO and HOS. The CFO will also manage the system of internal financial controls, which will ensure that GCCS complies with laws, protects assets, maintains data, and reports appropriately. A system will be established of checks & balances to prevent fraud or other violations whereby multiple people are aware of expenditures and the approval process separates responsibilities to ensure independent monitoring. The Coordinator of Operations would originate most purchase orders, the HOS would approve them and the CFO would execute payments. If the HOS initiates any purchases, the BOT would need to approve those. The CFO will oversee relationships with external partners and the procurement process. The school will record all transactions on an accrual basis of accounting, in accordance with generally accepted accounting principles.

Preparing the budget, annual audit, and reporting all fall under the CFO. Each year, a budget will be voted on by the BOT, which will provide line item level expenditure allocations. Unexpected expenses over \$5,000 would require subsequent approval. The BOT will review annual and quarterly financial reports as well as receive monthly presentations from the CFO on a set of metrics that the BOT sets in the pre-opening period and updates as needed. The CFO, who will conduct thorough monthly accounting, will prepare and sign off on all financial reports. The annual report will be delivered to the State Department and would include school and student progress, growth, performance against academic goals, plans for improvement and financial disclosures. The Coordinator / Director of Operations will receive the Annual Financial Report and organize its distribution to appropriate parties. Additionally, the CFO will hire an independent auditor to conduct an annual fiscal audit of these reports, as required by NYSED, as well as review purchase orders, packing slips, copies of checks and other relevant financial documents. This audit will be included in the school's Annual Report.

To facilitate monitoring and reporting, the CFO will set up the electronic financial system to track all income and expenses. He will acquire appropriate data management technology, including software, and hire appropriate consultants to advise on best practices and leading tools to track financial, student, operational, and other key information.

The CFO is ultimately responsible for managing the protection and confidentiality of all student records according to all applicable regulations and guidelines (including IDEA and the Family Educational Rights and Privacy Act), and all relevant staff will be trained appropriately. He/she will set up appropriate security measures for this purpose, including locked storage cabinets and a log tracking access for all relevant student records (e.g., grades, attendance, IEPs). Parents may inspect their children's educational records within a reasonable time (less than 45 days). GCCS will not share student records without the explicit prior consent of the student's parent and/or guardian, except as otherwise required or permitted by law (e.g., with staff who have proper educational interest).

The Coordinator of Operations will lead and the CFO will oversee the development of policies for tracking enrollment, attendance eligibility, eligibility for FRPL, as well as Special Education and ELL information. Student attendance will be recorded using the NYCDOE ATS attendance codes and an additional internal Student Information System (SIS), and any notes from parents, doctors, etc., will be collected, with follow-up inquiries as needed. The Social Worker would address chronic absence. GCCS will report enrollment, attendance, disability and any other student information as required. It will set up appropriate monitoring for children with disabilities (complying with Child Find provisions), including identifying specific needs and developing strategies to address them. The annual report will include information on students with disabilities as appropriate.

Finally, **the CFO will consult insurance brokers** in a competitive process to select an appropriate insurance option. Coverage timelines are discussed in the Insurance section below

C. Facility

GCCS's facility needs are outlined below:

Year	Grades	# of Classrooms	Shared Space	Offices / Storage *
2012-13	K-1 - Enrollment: 150	6	Cafeteria Kitchen	Office Staff Room
2013-14	K-2 - Enrollment: 218	9	Space for Art, Music, Dance & Drama	Social Worker's Office Storage
2014-15	K-3 - Enrollment: 282	12	Gym Auditorium	IT Business Office
2015-16	K-4 - Enrollment: 353	15	Family / Community Yr 4: Science Lab	Computer Lab
2016-17	K-5 - Enrollment: 415	18		OT,PT and Speech Therapy space

The number of bathrooms will increase each year in accordance with mandated requirements for the number of students enrolled, including bathrooms with handicap access.

* The School will seek opportunities to rent or share space for Special activities in years 1-3 to lower costs and meet the needs of a smaller population.

Identifying an appropriate location: GCCS is planning to rent and manage a private facility in West Harlem. The space will expand to meet the needs of a growing student population and the facility's basic requirements are outlined above. Besides the core classrooms, beginning with six and adding three per year, space must also be available for art, physical fitness, meetings, administration, Social Work, therapy, etc. A space will also be designated for parents for such activities as computer classes, get-togethers over coffee, and other support, with message boards, calendars of key activities, etc. Any facility must be fully accessible to disabled students as specified by all applicable laws. The HOS will directly oversee compliance with this requirement throughout the facility selection process. GCCS does not yet have a facility but has developed key budgetary assumptions and identified a possible location. The TLM Group LLC has provided GCCS benchmarks for estimating required space: younger grades

require more classroom space vs. older grades, typical classrooms are 600 to 900 square feet and \$20 per SF is a reasonable estimate for Harlem based on TLM's experience with other schools. With growth, special classrooms (e.g., a science lab) will require additional space. With 25 students or fewer per classroom, our assumption of 60 square feet per student totals 1,500 square feet allocated for each class. Half of the space is for the classroom itself, with the other half for shared facility needs, including space for student activities and administration. TLM considers this a reasonable assumption. Moreover, in year 4 the space increases to 70 square feet per student to accommodate the growing needs of older classes (such as a science lab). Multiple use rooms such as a "gymnasium" or "dinetorium" (combined dining hall, auditorium and gymnasium) may also help meet facility needs without exceeding the limits on space. Additionally, there is precedent for expanding a school facility space gradually to meet the needs of a growing population, and such space is known to be available in New York.

The Planning Team has already explored the Mink Building (Harlem Green) at 126th St. & Amsterdam Avenue, a 500,000 sq. ft. mixed use complex near a metro station with the flexibility for expansion and price range suitable for GCCS. Options for space range from 2,000 – 450,000 square feet. The building would require modifications to ensure access for students with disabilities as well as a new staircase, but these costs can be made up for with rent incentives ranging from \$15 – \$25 per square foot. Prior to identifying this facility, the Planning Team had explored two other spaces both at the corner of 125th & Frederick Douglas, but these were at a busy intersection with a level of traffic that GCCS deemed hazardous. The Mink Building is more isolated from such traffic and so offers a much safer environment. Should this space not work out, however, the Planning Team has developed a good working relationship with TLM Group, who is confident, based on significant experience that a space matching our price point and needs can be found in West Harlem. The HOS, CFO and various advisors will continue exploring space actively now and throughout the pre-operational period. GCCS recognizes that a suitable location with a proper layout may be difficult to find, work will be required to get the offices and classrooms in order, and lease negotiations with the landlord may take time. For these reasons, the Planning Team has already been actively exploring locations, as the example above shows, and will continue working to secure a space well ahead of the opening day. The HOS will personally assign responsibility and oversee completion of key tasks. The Coordinator of Operations will then take over and organize the facility setup, as follows:

- Diagnose renovation and equipment needs and research cost by vendor, e.g., including changing the floor plan to ensure appropriate classroom and mixed use space, identifying contractors for any renovations, modifying the electrical and network wiring as needed, installing air conditioning, etc.
- Purchase furniture, equipment, textbooks, classroom materials, etc.
- Organize setup

Additional key operating assumptions include:

- Average annual janitorial costs and facility maintenance are approximately \$5 per foot, including all cleaning supplies, toilet paper etc, from a third party cleaning company.
- Average utilities per year are about \$3 per square foot. The landlord would provide heat at no additional cost as part of the lease, while electric charges will be directly metered to ConEdison.

D. Transportation

GCCS will leverage the NYCDOE's transportation resources and will secure private resources for 10 additional days per year beyond 180, when the District is not in session, for which appropriate financial provision has been made. The CFO will create a plan in the pre-operational period outlining and ensuring compliance with all DOE transportation requirements necessary to meet student needs and use public resources. The Coordinator of Operations will organize daily transportation for eligible

student (as required by law), including the additional 10 days per year beyond 180. Most students will likely live within the surrounding community. The school will not provide transportation to ineligible students. The Coordinator of Operations will help secure metrocards from the NYCDOE for eligible students beyond walking distance. Additionally, the Coordinator of Operations will ensure that students with disabilities have access to appropriate public and supplemental transportation options as needed (such as wheelchair accessible buses).

E. Food Service

GCCS' food service plan will meet the needs of its target population by organizing nutritional food for all students (including the FRLP population) while meeting all applicable rules. GCCS will partner with NYCDOE at the beginning to offer students high quality food to the greatest degree possible. It will provide breakfast and lunch, as well as a healthy snack in the morning and afternoon for each student. Moreover, students will receive nutrition and healthy eating education in the classroom. The Coordinator of Operations will manage all Food Service operations, while in the pre-operational period the HOS and CFO will work to develop a detailed food service plan. GCCS anticipates that 75% of students will be eligible for free or reduced lunch based on CSD 3 & 5 reported percentages of FRPL. GCCS will comply with all applicable standards and guidelines (Federal, State, NYCDOE, etc.), such as requirements for meal pricing, determination of eligibility, nutritional value, hygiene, sanitary standards, caloric content, food groups, reporting requirements, and any other areas of compliance. Reduced and Paid Lunch students' parents or guardians will be billed as appropriate, with expected bad debt of 50%.

F. Insurance

The budget includes adequate provision for insurance based on estimates from Arthur J. Gallagher & Co., which has significant experience as a broker to charter schools. It has estimated \$29,360 total need in year 1, with annual increases proportional to student population growth. The CFO is responsible for securing appropriate insurance with oversight from the HOS. During the start up phase, the CFO would secure insurance for the Directors and Officers at a cost of \$2,500 total. Additionally, the CFO will research insurance requirements for the first year of operation. Then, he/she will receive quotes from insurance brokers, as well as solicit advice from other schools' financial administrators to attain cost effective, comprehensive coverage. Additionally, he/she will be responsible for ongoing adjustments in coverage as GCCS needs evolve or providers change plans. An annual review will be required to compare appropriate, cost efficient providers for each type of insurance. Required insurance will include appropriate insurance coverage as follows (coverage limits in parenthesis based on Arthur J. Gallagher & Co. estimates): General Liability (\$1MM per occurrence, \$2MM aggregate), Workers Compensation (Statutory Limits pursuant to NY laws), Employee Benefits Liability (\$1MM), Automobile/Bus Liability (\$1MM), Umbrella/Excess Liability (\$10MM), Employment Practices Liability (\$1MM), Educators Legal Liability (\$1MM), BOT Errors & Omissions / Directors & Officers (\$1MM), Sexual Misconduct Liability (\$1MM / \$2MM aggregate), Crime/Fidelity coverage (\$0.5MM), Property/Lease and Boiler Machinery Coverage (Blanket Limits as needed by School, on an all risk of direct physical basis), and Student Accident Coverage (Primary \$25,000 limits and CAT option at \$5MM). GCCS will have an appropriate surety bond for the CFO based on cash flow. Finally, GCCS has consulted again with Arthur J. Gallagher & Co. to identify the appropriate timelines to begin coverage. School Board Legal/Educators Legal Liability will start as soon as board is formed and making school based decisions (contracts), i.e., right after chartering; Employment Practices Liability begins before applications are accepted for employment positions; Workers Compensation before the first employee is hired; General Liability, Excess, Crime, Sexual Abuse, Auto Liability, and Student Accident when the lease is signed or property is purchased; and Property/Flood as soon as school equipment is acquired.

G. Pre-opening Plan

The school's pre-opening period will be September 2011, through June 2012, with some planning occurring beforehand (prior to the budgeted pre-operational period, GCCS will operate on a minimal out of pocket budget; however, insurance for Directors & Officers will be covered for the entire period). The following table captures the key steps necessary for effective start-up and opening. The pre-opening period will set the groundwork for successful execution later on, and will expand in the course of thoughtful planning across all domains.

Area	Task	Responsibility	Start	End
Management	Hold initial meetings: elects officers, adopt bylaws, develops key policies, code of Ethics	HOS, BOT	09/11	11/11
	Build staff policies and handbook; develop Human Resources plan; develop student testing plan	HOS, CFO, Instructional Coordinators	10/11	01/12
Staff	Recruit key staff and develop and professional development and evaluation plan	HOS, CFO, Instructional Coordinator	09/11	04/12
Education Plan	Develop curriculum crosswalks to confirm alignment with NYS learning standards as well as IB PYP principles. Develop curriculum maps in all subject areas for K-1	HOS, Instructional Coordinator	10/11	03/12
	Develop Special Education/ELL program	HOS, Instructional Coordinator	11/11	04/12
Students, Teachers, Community	Develop community outreach plan	HOS, CFO	09/11	12/11
	Recruit parents and students and receive applications by 4/1/12	HOS, CFO, Instructional Coordinators	09/11	04/12
	Conduct student lottery; notify students and families; maintain wait list	Instructional Coordinator	04/12	05/12
Facility, Materials	Conduct research with brokers; identify a facility and ensure that it can meet disability regulations	HOS, CFO, Planning Team	05/11	12/11
	Diagnose renovation and equipment needs and research cost by vendor; research other needs, e.g., utilities, etc.	CFO	01/12	06/12
Operations	Organize web site set up,	HOS, CFO	01/12	02/12
	Organize food service, and transportation plan etc.	CFO	05/12	06/12
Financial Management	Develop fundraising plan	HOS, CFO	03/11	05/11
	Assign task level responsibilities for fundraising	HOS, CFO, Planning Team	06/11	06/11
	Solicit funds from personal and professional networks	CFO, Planning Team, BOT	07/11	06/12
	Apply for grants – CSP, Walton Family Foundation, NY State Charter School Stimulus, others.	HOS, CFO, Planning Team	03/11	06/12
	Develop Financial Management Plan - including contingency plans, annual budgets, etc.; set up bank account; select insurance, 501c3 status application	CFO	10/11	12/11

Explore information management technology – student, financial etc.	CFO	11/11	01/12
Develop policies for tracking enrollment, attendance, eligibility for FRPL, as well as Special Education and ELL information.	CFO, Coordinator of Operations	01/12	04/12
Research insurance requirements and secure appropriate insurance based on timelines above	CFO	09/11	Ongoing
Develop dashboards for BOT monthly and quarterly review	CFO	03/12	05/12
Set financial thresholds to trigger contingency procedures	BOT, CFO	06/12	06/12

GLOBAL COMMUNITY CHARTER SCHOOL

IV. TABLE OF REQUIRED ATTACHMENTS

Attachment Number	Title
Attachment 1	Roster of Key Contacts
Attachment 2	Certification Statement
Attachment 3	Sample Daily Schedule
Attachment 4	Proposed Annual Calendar
Attachment 5	Proposed Corporate By-laws
Attachment 6	Proposed Code of Ethics
Attachment 7	Resumes/CVs of Prospective Founding Group Members
Attachment 8	Statement of Assurances
Attachment 9	Requests for Information from Prospective Charter School Board Members
Attachment 10	Organizational Chart
Attachment 11	Key Position Descriptions
Attachment 12	CMO Background Information N/A
Attachment 13	Schools Managed by CMO N/A
Attachment 14	Academic Performance Data from Schools Managed by CMO N/A
Attachment 15	Summary of CMO's Fiscal Performance for Past Three Years N/A
Attachment 16	Template Service Agreement with CMO N/A
Attachment 17	Budget and Cash Flow Template
Attachment 18	Letters of Support
Attachment A	Data Comparison
Attachment B	Discipline and Special Needs Students

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
<u>Founding Group Members</u>	
Phyllis Siwiec, Lead Applicant	Proposed Head of School
Carlos Aponte	Proposed CFO
Rachael Beard	Proposed Board Member
Tanya Espy-Disparti	Proposed Board Member
Peter Prosol	Proposed Board Member
Sheronda Rochelle	Proposed Board Member
Tasha Young	Proposed Board Member
Alexandra Miletta	Proposed School Employee
Lydia Gutierrez	Proposed School Employee
Greg Freelon	

Attachment 2: Certification Statement

Proposed Charter School Name Global Community Charter School

Proposed School Location (District) NYC CSD #5 or #3

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 3/30/2011

(Please label the copy that has original signatures)

Print/Type Name Phyllis Siwiec

 _____

Daytime Phone: 646-360-2363 Email: phyllis.siwiec@gmail.com

Attachment 3: Sample Schedule for Grade 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-10:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
10:30-10:45	Recess/Snack	Recess/ Snack	Recess/ Snack	Recess/ Snack	Recess/ Snack
10:45-12:15	Math	Math	Math	Math	Math
12:15-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:00	Inquiry*	Inquiry*	Inquiry*	Inquiry*	Inquiry*
2:00-3:00	Art Special	Art Special	Music Special	Staff Meeting/ Professional Development	Music Special
3:00-3:45	Student Support Time**	Student Support Time**	Student Support Time**		Student Support Time**
3:45-4:15	Choice Time	Choice Time	Choice Time		Choice Time
4:15-4:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
4:30-6:00	After School	After School	After School	After School	After School

***Inquiry** is an integrated unit of study that includes ELA with either Science or Social Studies

** **Student Support Time** is focused on small group skill development differentiated by need in ELA or Math

Attachment 4: GCCS PROPOSED SCHOOL CALENDAR 2012-2013

August			January		
6-10	Teacher PD		2	All staff & students return to school	
13-17	Teacher PD		21	MLK Day NO SCHOOL	
20-24	Teacher PD				
27-31	Teacher PD				
				Instructional Days	21
September			February		
3	Labor Day		1	Progress Reports sent home	
4	FIRST DAY OF SCHOOL First Trimester begins		18-24	Mid-Winter Break NO SCHOOL	
20	OPEN HOUSE/ Families				
26	Yom Kippur NO SCHOOL				
	Instructional Days	18			
				Instructional Days	15
October			March		
8	Columbus Day NO SCHOOL		22	Last Day of 2 nd Trimester	
19	Progress Reports Sent Home		25-29	Spring Break NOSCHOOL	
	Instructional Days	22			
				Instructional Days	16
November			April		
21-23	Thanksgiving NO SCHOOL		1	First Day of 3 rd Trimester	
			1 & 2	Modified Program	
			2-4	Parent Conferences	
	Instructional Days	19			
				Instructional Days	22
December			May		
7	Last Day of 1 st Trimester		14	Progress Reports sent home	
10	First Day of 2 nd Trimester		27	Memorial Day NO SCHOOL	
10 & 11	Modified Program				
Week of 10-14	Parent Conferences				
24-31	Holiday Break				
	Instructional Days	15			
				Instructional Days	22
<p align="center">Teachers Calendar includes 21 days of Professional Development; 20 in August and one day after the last day for students.</p> <p align="center">Teachers' total work days= 211 days</p>			June		
			26 & 27	Modified Program	
			28	Last Day of School for Students/ End-of-Year Celebration	
			29	Last day for Teachers	
				Instructional Days	20
			Total Instructional Days		190

Attachment 5: PROPOSED BYLAWS

GLOBAL COMMUNITY CHARTER SCHOOL

BYLAWS

ARTICLE I

NAME AND APPLICABLE LAW

- 1.1 The name of the Corporation is Global Community Charter School (“the School”).
- 1.2 The School is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the School is an independent and autonomous public school.
- 1.3 Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the School is a Type B New York State not for profit corporation as defined in the Not For Profit Corporation Law of the State of New York. The School is a non-membership corporation.

ARTICLE II

MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the Heads of the School (the “**Trustees**”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the “**Board**”).

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School and to prescribe powers and duties for them;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. 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;

6. 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;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹
2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
4. **Term of Office.**
 - (a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
 - (b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive terms.

(c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

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

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

D. **Removal or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

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

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

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

ARTICLE IV **OFFICES**

The School's main office shall be located at the school (the "**School Facility**"), which may be selected from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

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

C. **Frequency of Meetings.** A minimum of twelve (12) meetings shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

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

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

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²
3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "**Open Meetings Law**").

ARTICLE VI
ACTION BY THE BOARD

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

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such

meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a “Committee”) for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

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

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

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

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

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

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a Chair (the "**Chair**"), Vice Chair (the "**Vice Chair**"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the

Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

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

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. No Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. Indemnification. The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX
CONFLICTS OF INTEREST

A. **Code of Ethics**. The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **Conflict of Interest**. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

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

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 School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

ARTICLE X
OTHER PROVISIONS

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

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

C. **Checks and Notes**. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Head of School, or Treasurer. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

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

E. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI
AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII
REFERENCES TO DOCUMENTS

References in these Bylaws to the certificate of incorporation of the School (the “**Charter**”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the Global Community
Charter School

Attachment 6 Proposed Code of Ethics

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

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

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

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

2. *Confidential information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

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

Penalties

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

CONFLICT OF INTEREST

PROPOSED POLICY ON CONFLICTS OF INTEREST

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

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

Exceptions to Law

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

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable 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 seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

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

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

Penalties

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

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

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

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

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Alexandra Miletta

Curriculum Vitae
Bronx, NY 10461

Email:

EDUCATION

- Ph.D. University of Michigan, Ann Arbor, Michigan 2003
Educational Studies, specialization in Teacher Education
Dissertation: *Managing Dilemmas: Uncovering Moral and Intellectual Dimensions of Classroom Life*
Dissertation Chair: Dr. Virginia Richardson, Chair, Educational Studies Department
- T.E.P. University of Washington, Seattle, Washington 1994
Teacher Education Program for Elementary Certification
Washington State Continuing Teaching Certificate with endorsements in
Elementary Education K-8 and Foreign Language K-12
- M.A. Syracuse University, Syracuse, New York and Florence, Italy 1989
Major: Italian Art History
- B.A. Wellesley College, Wellesley, Massachusetts 1983
Majors: Art History and Italian
Smith College Junior Year Abroad in Florence, Italy

RESEARCH EXPERIENCE

Recent Projects

- Teacher Research as Professional Development* 2003-2008
Longitudinal qualitative study investigating role of learning to conduct teacher research in developing reflective practitioners working in challenging urban schools.
- Aesthetic Education for Educators* 2004-2006
Longitudinal qualitative study of aesthetic education partnership with Lincoln Center Institute and School of Education

Dissertation Research

1999-2002

Managing Dilemmas is a qualitative study that investigates how teachers interested in the moral dimensions of teaching manage dilemmas and intentionally use them as a teaching and learning opportunity, as well as evidence for students' understanding of the teachers' intentions. How these classrooms' sociocultural and moral climates are constructed over time through language is examined by utilizing discourse analysis of salient classroom events. An ethnographic approach was used to collect classroom data with video and audio recording in three sites: a preschool classroom of 5-year-old children in a Reggio Emilia municipal preschool in Italy; a third grade American classroom; and a seventh grade American language arts classroom.

Research Assistant, The Manner in Teaching Project

University of Michigan, Ann Arbor, Michigan

1998-2000

Three-year study funded by the Spencer Foundation combining philosophical and empirical inquiries to study moral dimensions of teaching in two schools. Dr. Virginia Richardson, Dr. Gary Fenstermacher, Co-Principal Investigators. Acted as liaison for one

elementary school, interviewed teachers and students, video and audio tape recorded in classrooms, coded and analyzed data.

Teacher Researcher, Summer Middle School Program
Hofstra University, Hempstead, New York 2002 - 2003
Ethnographic study of democratic community building in university-based summer program in the arts, math, science, and technology for middle school students and teachers seeking middle school certification. Program funded by U.S. Department of Education Funds for the Improvement of Education.

Teacher Researcher, Sixth Grade Classroom
Seaview Heights Elementary School, Edmonds, Washington 1994-1995
Action research project in collaboration with university researcher to examine the role of the literary, visual, and performing arts in developing students' understandings of social justice issues.

TEACHING EXPERIENCE

Higher Education

Mercy College, New York 2010 - present
Assistant Professor, Early Childhood/Childhood Education Programs

Methods courses, introduction to early childhood course.
The City College of New York, CUNY, New York. 2003-2009

Assistant Professor, Childhood and Early Childhood Education Programs
Courses include *Content Research Seminar*, a year-long sequence in which graduate students undertake a teacher research project in their classrooms, *Curriculum I & Curriculum II*, and *Problems and Issues in Education*. Fall 2008 taught new *Freshman Inquiry Writing Seminar* on arts and imagination. Supervision of student teachers and those doing supervised teaching in the graduate and undergraduate programs.

Austrian American Educational Cooperation Association, Vienna, Austria
Summer School Program: English for Professional Use in Education 2010
Co-taught ten-day long summer session for Austrian teachers.

Lincoln Center Institute, New York. 2006
Instructor, Teacher Education Collaborative
Co-taught week-long summer session for professors participating in aesthetic education partnerships.

University of Michigan, Ann Arbor, Michigan. 1998-2003
Graduate Instructor, Field Instructor & Practicum Supervisor, Elementary Education Program

K-12

Hofstra University, Hempstead, New York. July, 2002 & 2003
Teacher researcher in an interdisciplinary pilot summer program for students entering grades 6, 7, and 8, and for elementary teachers seeking middle school certification.

Seaview Heights Elementary School, Edmonds, Washington. 1994-1998
Teacher fifth and sixth grade in a K-6 school. Reading and writing workshop, portfolio assessment, arts education, integrated technology, and team teaching.

Professional Leadership

Edmonds School District, Edmonds, Washington

Professional Development Instructor, Math Scoring Center 1999
Assisted in training district teachers to score students' performance assessments tasks in elementary mathematics.

Teacher Leader, Edmonds School District Math Project 1996-1997
Participated in National Science Foundation three-year math reform project. Trained teachers in professional development workshops, designed and scored performance assessment tasks for elementary students, coordinated pilots of district tests.

ADDITIONAL WORK EXPERIENCE

Sales and Marketing Executive, Reuters America, Inc. 1987-1993
Sold, supported, and developed PC-based financial information products for banks, corporations, and other financial institutions in Milan, Italy, New York, and Seattle.

PUBLICATIONS

BOOKS and CHAPTERS:

Miletta, A. (in progress). *Demystifying classroom management*. New York: McGraw Hill.

Miletta, A. (2009). Learning by doing: A year of teacher research. In A. Campbell & S. Groundwater-Smith (Eds.) *Connecting inquiry and professional learning in education: International perspectives and practical solutions*. London: Routledge.

Miletta, A. & Miletta, M. (Eds.) (2008). *Classroom conversations: A collection of classics for parents and teachers*. New York: The New Press.

[Reviewed: <http://edrev.asu.edu/brief/apr09.html#10>]

Miletta, A. (2006). Establishing a positive classroom climate: An experienced teacher in a new school setting. In L. Rex (Ed.) *Discourse of opportunity: How talk in learning situations creates and constrains*. Interactional Ethnographic Studies in Teaching and Learning. Cresskill, NJ: Hampton Press.

Miletta, A. (2005). Managing dilemmas: Uncovering moral and intellectual dimensions of life in a Reggio Emilia classroom. In J. Koch & B. Irby (Eds.) *Gender and schooling in the early years*. Greenwich, CT: Information Age Publishing.

ARTICLES:

Miletta, A. (2010). *Exploring the unexpected as a teaching stance* [Review of *Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms* by Cynthia Ballenger]. *Encounter: Education for Meaning and Social Justice* 23 (2).

Miletta, A. (2008). It's STILL elementary: The movie and the movement. *Encounter: Education for Meaning and Social Justice* 21 (1), 49-50.

Miletta, A. (2006). Sesame Street goes global: A review of the documentary "The world according to Sesame Street". *The New Educator* 2 (4).

Miletta, A. (2006). Brother Outsider: The Life of Bayard Rustin. *Encounter: Education for Meaning and Social Justice* 19 (2), 63-64.

Miletta, A. (2006). *(Re)action and managing dilemmas: Working toward a clearer picture of teachers' professional knowledge*. *Penn GSE Perspectives on Urban Education* 4 (1). <http://www.urbanedjournal.org>

Miletta, A. (2005). [Review of the book *It's your fault! An insider's guide to learning and teaching in city schools* by Rexford G. Brown]. *Encounter: Education for Meaning and Social Justice* 18 (2), 55-56.

Miletta, A. & Morris, K. (2005). No cow left behind: A cautionary tale. *Penn GSE Perspectives on Urban Education* 3(2). <http://www.urbanedjournal.org> Also reprinted in *The New Educator* 2(1).

Miletta, A. (2005). Interview with Virginia Richardson. *The New Educator* 1(1), 19-

25.

Miletta, A. (2002). [Review of the book *From isolation to conversation: Supporting new teachers' development* by Dwight Rogers and Leslie Babinski]. *Encounter: Education for Meaning and Social Justice* 15 (4), 57-60.

SELECTED CONFERENCE PRESENTATIONS

Miletta, A. (2011). Using inquiry journals in teacher education. Paper presented at the 32nd Ethnography in Education Research Forum at the University of Pennsylvania.

Amtzis, A., Miletta, A., Paugh, P., Robinson, E. & Williams, N. (April, 2009). Feeding the fire: Building the circle of knowledge through teachers' use of their practitioner research. Interactive symposium at the annual meeting of the American Educational Research Association (AERA), San Diego.

Miletta, A. (April 2009), Learning to do qualitative research in urban classrooms. Paper presented at the annual meeting of AERA, San Diego.

Amtzis, A., Miletta, A., Paugh, P., Robinson, E. & Williams, N. (March, 2008). Catching fire: Cross-site perspectives on teachers' use of their practitioner research. Interactive symposium at the International Conference of Teacher Research, New York.

Miletta, A. (October, 2007). Learning by doing: A year of teacher research. Paper presented at the Leeds Metropolitan University Colloquium *Making authentic connections between practitioner inquiry and teacher professional learning in initial teacher education and ongoing teacher professional development*, Leeds, England.

Franklin, C., Huang, C., Johnson, G. & Miletta, A. (April, 2007). Triggering the aesthetic: Using aesthetic lines of inquiry within urban teacher preparation courses. Interactive symposium at the annual meeting of AERA, Chicago.

Miletta, A. (April, 2006). Gender and schooling in the early years: A symposium. Paper presented as part of a symposium at the annual meeting of AERA, San Francisco.

Miletta, A. (April, 2005). *Teacher research as professional development: A case study comparison*. Paper presented as part of a symposium at the annual meeting of AERA, Montreal, Canada.

Koch, J., Miletta, M. & Miletta, A. (April, 2004). *A new model for teacher education: An arts-centered multiage middle school class*. Paper presented at AERA, San Diego.

Miletta, A. (February, 2004). *Managing dilemmas: Uncovering moral and intellectual dimensions of life in a Reggio Emilia classroom*. Paper presented at the 25th Ethnography in Education Research Forum at the University of Pennsylvania.

Miletta, A. (February, 2003). *Building community in a summer program for diverse middle-school students and teachers*. Work-in-Progress presented at the 24th Ethnography in Education Research Forum at the University of Pennsylvania.

INVITED PRESENTATIONS

Miletta, A. & Miletta, M., Book talks for *Classroom Conversations*: University of Michigan, Ann Arbor, MI, September 19, 2008; Hot Off the New Press, New York, November 18, 2008.

Miletta, A., *Electoral Dysfunction* Advisers' Conference, Moderator. Documentary film advisers include Hendrik Hertzberg, Alexander Keyssar, Lawrence Norden, Jamie Raskin, Rob Richie, Reverend Deforest Soaries, Tova Wang. New York, July 27-28, 2008.

Miletta, A., *Readers' Theatre: The Wit, Wisdom and Wonder of Virginia Richardson and Gary Fenstermacher*. Performed with six others at RichMacher Celebration Program: A Short Schrift. Carnegie Foundation for the Advancement of Teaching. Stanford, CA, February 23-24, 2008.

Miletta, A. & Hirsch, L., Live interview on local cable show *Open on Bronx Net*. August 30, 2006.

Miletta, A., *On Teaching Teachers*, School of Education and Allied Human Services Supervisors' Meeting, Hofstra University, New York, September 4, 2001.

AWARDS

University of Michigan, School of Education Fellowship	1998-2001
University of Michigan, Rackham Graduate School, Discretionary Funds (for fieldwork)	2001
Spencer Foundation, Mini Training Grant (for fieldwork)	2001
University of Michigan, John E. Warriner Scholarship Award	2001
Syracuse University Art History Fellowship	1984

PROFESSIONAL SERVICE

Mercy College

Institutional Review Board Chair	2010-present
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Review protocols and grant proposals for scientific research conducted with human subjects.

The City College of New York

Institutional Review Board Vice Chair	2004-2009
Associate Editor , <i>The New Educator</i>	2003-2009

Helped to launch new journal co-published by Taylor & Francis and The City College of New York. Also organized conference sponsored by the journal with prestigious key note speakers: Sonia Nieto, Jean Anyon and Pedro Noguera.

Reviewer , PSC-CUNY Grants	2005-2006
Theatre Education Program	2005-2007

Assisted in the development and program design, served on the search committee to hire the director, taught students enrolled in the program.

American Educational Research Association

Reviewer , Division K, Teaching and Teacher Education	2007 - current
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Graduate Student Representative, Division K, Teaching and Teacher Education, 2000 – 2002

Planned and invited fireside chat panelists to two annual meetings, coordinated social events for graduate students at annual meeting, acted as liaison to the division for graduate students, wrote newsletter columns, recruited new members.

Reviewer , Division D, Measurement and Research Methodology	2001
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Other

Advisory Board , African American Educational Pipeline Study Funded by Kellogg Foundation and The New Press	2010
Reviewer , US Department of Education Investing in Innovation (i3) Development Grants for up to \$5 million, Tier I Ready to Learn Grants for up to \$30 million, Tier 1	2010
Reviewer , Teaching and Teacher Education, <i>Journal of Teacher Education</i> , <i>Journal of Education for Teaching</i>	2009 - current
Vice President , Lacey Gallagher Cause to Cure Ovarian Cancer	2008 - current

Carlos Aponte

Beckett, MA

PROFESSIONAL PROFILE

- Educator, Leadership Developer and Health Counselor with degrees and training in Health Sciences, Counseling Psychology and Education.
- Managed and coached teaching, learning and performance improvement in schools.
- Created and facilitated experiential learning for supervisory skills, conflict management, leadership and organizational effectiveness in non and for profit organizations.
- Provided wellness services, life-skills development, psychotherapy and crisis intervention to individuals, families and groups.

PROFESSIONAL EXPERIENCE

Kushi Institute, Center for Natural Healing - Becket, MA 2010-present

Online Learning Development Manager

- Designed and led development and implementation of online learning center, courses, discussion forums and research projects for health literacy and wellness practices.

New Vision for Public Schools, New Teacher Mentoring Program - NYC, NY 2008-2009

Senior Program Officer, New Teacher Development

- Team leader of master teachers, coaching novice teacher-mentors in NYC high schools.
- Provided professional development in use of student performance data to guide instruction.

Lowell Community Charter Public School - Lowell, MA 2006-2008

Headmaster, Executive Director

- Turned around instructional, administrative and operational performance of charter school.
- Made AYP (Annual Yearly Progress) school test targets during first year in position.
- Expanded parent and community involvement and financial improvement.

Carlos Aponte & Associates - San Juan, PR 1997-2005

Leadership Consultant

- Started and managed organization effectiveness consulting and adult education practice, serving government agencies and health, service and corporate organizations.
- Facilitated group experiential learning in supervisory skills, decision making, conflict management, leadership, team building and organizational process effectiveness.

Banco Popular of Puerto Rico - San Juan, PR 1994-1996

Vice President, Training and Development

- Restructured and updated curriculum, faculty and operation of internal university.
- Developed computerized learning center for distance learning.
- Trained internal consultants in leadership and organization development and team building.

The Timberland Company, Worldwide Manufacturing - NH / DR / PR / TN 1992-1994

Senior Manager, Human Resources

- Upgraded Training and HR Management practices in US and Caribbean operations.
- Guided work skill, team building and organization development.

Carlos Aponte

Beckett, MA

Digital Equipment Corporation MA / NM / MEX

1988-1992

Training and Organization Development Manager

- Developed and administered Curriculum for the core competencies of the HR profession.
- Provided Organization Development coaching to international, plant integration teams.

The City of New York, Personnel Department - New York, NY

1987-1988

Director, Executive Development Institute

- Redesigned and managed curriculum and teaching for reengineering of public administration.
- Updated productivity development programs for senior agency managers.

Veterans Administration Hospital - Vietnam Veteran's Center - Boston, MA 1979-1984

Puerto Rico Dept. of Education, Special Education Unit - San Juan, PR

Facultad para las Ciencias Sociales Aplicada, F.A.C.S. University - Cayey, PR

Institute for Education in Counseling and Psychotherapy – Curacao/Aruba, Antillean Federation

Regional Mental Health Hospital, Schizophrenic Crisis, Day Clinics - Caguas, PR

Psychotherapeutic Counselor, Cognitive Behavior, Group, Family and Individual

- Provided therapy, family counseling and suicide crisis intervention to veterans with P.T.S.D.
- Provided counseling on addictive behavior, self esteem and relationship building
- Provided psychotherapy to adults, adolescents and children in crisis.
- Taught course on foundations of psychological and intelligence testing and evaluation.

Boston City Hosp., Alaska Pipeline, Columbia Univ., National Health Srv. Corps 1974-1977

Physician Assistant

- Provided primary medical care, wellness and preventive medicine counseling, and facilities administration, in hospital, clinic, private practice and rural settings.
- Worked independently in isolated locations and in supervised inner city settings, triaging and case managing patients with common daily ailments.

EDUCATION

Ed.M. & A.B.D., Harvard Graduate School of Education Cambridge, MA

Administration, Planning and Social Policy (Education Management Concentration)

M.A., Clinical Psychology, F.A.C.S. University

Cayey, PR

B.S., Health Sciences, State University of New York

Stony Brook, NY

LANGUAGES English and Spanish: read, write, teach, including medical, psychological and management terminology. Working knowledge of Portuguese.

COMPUTING Project Management, Process Flowcharting, Blackboard, Online Course AuthorWare, Website Management, Human Resource Mgt., Salesforce, School Administration, Student Data Analysis, Teacher Mentoring, MS Office, Peachtree, Quick Books.

CONTINUING EDUCATION

Teacher development, school administration, organization and leadership development, psychotherapy, wellness education and counseling, community development.

GREGORY ALLAN FREELON
New York, NY 10025

I am a producer, director, writer and educator with national and international credits in theatre, television/video, film, music and large-scale multi media event staging gained over thirty years of professional experience. My commitment to community building and youth development is exemplified in the body of work I have originated, developed or collaborated on from 1972 to today.

CHRONOLOGY OF POSITIONS HELD

2009-10 Teacher CS 154 - Harriet Tubman Learning Center NYC BOE, New York
Long-term substitute teacher (5th Grade) for this Harlem elementary school

2006-10 Teacher Substitute, NYC BOARD OF EDUCATION, New York
Certified substitute teacher (Common Branches, K-5) for New York City's Public School System.

2007-08 Producer 40th Anniversary Gala, HARLEM COMMONWEALTH, New York
Engaged to produce and stage this iconic organization's awards banquet to be held in April 2008 at the Essex House. This work included all video and digital media production along with event planning and design.

2007 Founder/President WINDY CREST MEDIA GROUP, LLC, New York/New Jersey
Restructured Windy Crest Communications to reflect the wide range of education and media services my company now provides for schools, community organization and private sector clients.

2006-07 Producer Illumination I, MATRIX ART COLLECTIVE, New York/Napa, CA
Coordinated all production activities related to artist Michael Somoroff's 22,000 lb sculpture, Illumination I. Produced and directed video documentary about this work which played in concert with the sculpture's installation site at The Aldrich Museum of Contemporary Art.

1987-2007 Founder/President WINDY CREST COMMUNICATIONS, New York/New Jersey
A multi-media production company focused on addressing issues affecting at-risk youth. A list of Windy Crest initiatives and programs available upon request, or visit www.windycrest.org

1993-2010 Teacher Safe Space Video Production, New York
Created this program, which instructs urban teens and primary school students in media analysis, script development, writing and video production technique both during school year and summer sessions for various community based organizations in Harlem and Brooklyn, NY.

1997-2006 Consultant THE VALLEY, INC., New York
Provided technical assistance in organizational administration, program development and management, grant writing and workshop facilitation

1997-2002 Project Director Rebuilding Communities Initiative, New York
Designed and facilitated technical assistance educational training workshops for strengthening youth development programs within community based organizations in Boston, Philadelphia, Washington, DC, Denver and Detroit for the ANNIE E. CASEY FOUNDATION, through The Valley, Inc.

GREGORY ALLAN FREELON

Page Two

1997 -98 Member *Strategic Planning Committee*, THE VALLEY, INC. New York
Helped develop and implement the total organizational restructuring of this nationally recognized youth agency.

1997-00 Member/Consultant *Board of Directors*, READNET FOUNDATION, New York
Integrally involved in organizational development, grant writing and fund raising activities for this highly innovative and effective literacy skills organization.

1985-87 Dir. Spec. Projects CREATIVE ARTS TEAM/NYU, New York
Created stand-alone, in-classroom educational training videos for state-wide and national distribution.

1983-85 Artistic Director CREATIVE ARTS TEAM/NYU, New York
Helped develop conflict resolution and reading-through-drama techniques for this nationally recognized theatre-in-education company at New York University.

1981-82 Member *Board of Directors*, THEATRE ROW DEVELOPMENT CORP, NYC

1981-82 Artistic Director HARLEM CHILDREN'S THEATRE COMPANY, New York
Responsible for staffing, budget, program and production.

1981 Producer/Consultant RICHARD ALLEN CENTER FOR CULTURE & ART, New York
Advisor to company founder for bi-coastal arts festival in conjunction with Lincoln Center.

1979-81 Producer/Director *Another Voice*, WHYY-TV (PBS); Philadelphia, PA;
Nationally syndicated (201 CPB affiliates) weekly news program with a focus on America's minority communities

1977 Producer/Director *Night Owl*, CAPITAL CITIES COMMUNICATIONS, Philadelphia
filmed television magazine program

1976 Producer/Director WPVI-TV; Philadelphia, PA

1972-76 Producer/Director WRGB-TV; Schenectady, New York

EDUCATION

Union College
Bachelor of Arts Degree 1972

Syracuse University
S. I. Newhouse School of Public Communications
Coursework toward Master of Arts – Television/Film - Summer 1972

New York University
Gallatin Division
Coursework toward Master of Arts – Creative Writing - Spring 1985

City College of New York (CCNY – CUNY)
Currently - Matriculated Graduate Student
Working toward MSEd – Childhood Education – Spring 2013

RESUME

LYDIA GUTIERREZ

Monroe, New York 10950

Objective:

- > To be part of a public school/organization system dedicated to providing and promoting high expectations and challenging programs for all students**
- >To work collaboratively with all educators and administrators in the analysis and implementation of best practices**
- >To promote through rigorous evidence the decrease of disproportional referrals to Special Education, retention and drop out rates for diverse learners.**
- > To include community members, organizations and primary caregivers in all decision making on behalf of diverse students.**

Professional Experience

Peekskill Central School District

2007 – June, 2009 - Coordinator of Dual Language/ESL/Family University/Parent Resource center

Harlem Children’s Zone Promise Academy Charter School

2006-2007 Director of Instruction K-2

BOCES Southern Westchester, Elmsford, NY

2004- 2006 BETAC – Supervisor

Yonkers Public Schools – Yonkers, New York

2000 – 2002 Coordinator of Grants/Funded Programs
1998 - 2000 Coordinator of PreK – 12 Bilingual/ESL Services
1997 – 1998 Coordinator of SETRC
1997 – 1997 Coordinator of State Systemic Initiative for Urban Reform
1995 – 1996 Coordinator of Pupil Support Services
1991 – 1995 Coordinator of Placement – Special Ed. Dept.
1989 - 1991 Coordinator of PreK-12 Bilingual/ESL Services

Middletown Enlarged School District, Middletown, New York

1981 - 1989 Project Director – Bilingual/ESL – K-12 Programs
1978 – 1981 Teacher Trainer/Curriculum Developer, K-12

City of New York, Board of Education P.S. 59, Bronx

1974 - 1978 Dual Language 1st & 4th Grade
1973– 1974 Resource Teacher – K-6, Title VII Grant
1968 – 1973 Education Assistant – K-6 ESL Instructor (NTE License)

PART TIME & SUMMER SCHOOL POSITIONS

Warwick Valley School District, Warwick, New York

1984- 1989 Summer Coordinator –Chapter I, Migrant Education K-12

Mercy College – Dobbs Ferry, NY

2000 – Present Adjunct Professor

Bank Street College of Education (Part Time)

2002– 2004 Advisor, BETLA Program – 9 schools

EDUCATION – INSTITUTES OF HIGHER EDUCATION

M.S. 1977 Fordham University – Curriculum & Teaching –
Bilingual/Bicultural Specialization

B.S. 1974 Mercy College, Psychology Major

A.A. 1973 Bronx Community College

Post Graduate Work

1989	Bank Street College: Educational Diagnostician Fellowship
1986	College of New Rochelle: Special Education
1985	Fordham University- Administration
1975 SUNY,	New Paltz Administration
1979 SUNY,	New Paltz: Special Education

Licenses: The University of the State of New York State Education Department

School Administrator – Supervisor	2/1/89 Permanent
Bilingual Education Extension-Elementary	2/1/89 Permanent
Common Branches – Nursery-K-9	9/1/79 Permanent
Special Education	6/8/89 Provisional
English to Speakers of Other Languages	6/8/89 Provisional

PETER PROSOL

New York, NY

CAREER AND PERSONAL OBJECTIVES

Help institutions make better decisions through strategic insight, original thinking, and a “test and learn” style of analysis. Apply skills and insights developed from strategy and technology consulting, experience in financial services and government, education in Economics and History, and international background and broad curiosity.

EXPERIENCE

IBM, New York, NY

June 2010-Present

Senior Consultant, Business Analytics and Optimization Strategy

- Developed a strategic transformation plan to enhance analytics for the consumer division of a leading US company, resulting in major shifts in strategy, organization and processes
- Earned praise from clients and managers for crafting clear and compelling strategies based on painstaking attention to client needs, critical thinking, diligent research, and knowledge of business and technology trends
- Integrated information across a great variety of sources (interviews, workshops, studies, etc.) and levels of detail
- Presented materials that significantly affected the thinking and decision-making of audience members
- Designed a detailed organizational and management plan to resolve one unit’s severe information management issues
- Successfully collaborated with various professionals: industry consultants, technology experts, businesspeople, etc.

Capital One Financial, Boston, MA

July 2008- June 2010

Analyst / Senior Analyst, Corporate Strategy

- Identified a substantial profit opportunity through self-directed analysis, won senior management buy-in and lead the project through major internal approvals: legal & compliance reviews, risk assessments, etc.
- Developed strategic recommendations and analyzed scenarios for senior management: conducted market sizings, studied competitor strategies and industry trends, developed presentation storylines and materials, etc.
- Designed experiments to gather data and evaluate business hypotheses in the field
- Demonstrated strong self-direction and self-motivation in situations with limited direction
- Developed a cutting edge business and technology strategy for the Bank’s retail distribution network
- Profiled a top competitor’s marketing strategy
- Analyzed a major customer segment using transaction data and surveys of personal finance
- Effectively collaborated across various levels and departments; mentored junior analysts

Embassy of the Republic of Poland, Diplomatic Internship Program, Washington, DC

June-August 2007

- Translated official communications, wrote dispatches in Polish about US military policy and strategic energy issues in Eastern Europe; wrote Ambassador Janusz Reiter’s speech honoring two US Senators
- Coordinated an official reception with over 150 invited guests and the (late) President of Poland

EDUCATION

Yale University, New Haven, CT

Graduated May 2008

- BA Economics, History (with Distinction)
- Coursework included: Studies in Grand Strategy, Econometrics, Financial Accounting
- Actively participated in public debate at the Yale Political Union
- Board Member of the Undergraduate Organizations Funding Committee

FOREIGN LANGUAGES

Fluent spoken and written Polish, Intermediate Spanish

PHYLLIS SIWIEC

SUMMARY OF QUALIFICATIONS

Leadership

As Acting / Assistant Superintendent of Harlem Children's Zone Promise Academy Charter Schools:

- Successfully coordinated and led Five Year Reauthorization of K-12 charter by developing work teams, co-writing with consultant, overseeing curriculum crosswalks; development of action plans and involvement of Board of Trustees and Parents.
- Led NYSED and NYCDOE Authorizer's Reviews of two K-12 charter schools at four sites including Quality Reviews.
- Participated in Baseline Review and follow-up in conjunction with NYC Charter School Center.
- Developed Administrative Leadership Team including Principals, Directors of Instruction, Math and Literacy Coaches, Human Resource Assistant Director, and Research Assistant that met regularly to address issues of charter implementation and students progress.
- Organized Operational Management and established procedures for purchasing and meeting NYSED compliance for charter schools.
- Managed three-year growth of budget from \$6m to \$17m budget at four school sites.
- Guided instructional improvement with focus on developing close monitoring system for all students that resulted in 30% point gains in math in middle school for three years in row, stabilized and upward trend in ELA in middle school, and over 80% grade level proficiency and advanced in ELA at Grade 3 and 100% proficient and advanced in math at Grade 3.

As Elementary School Principal in Boston Public Schools:

- Led implementation of Performance Improvement Mapping (PIM), Reading First Initiative in K-3, Math Program implementation and Readers and Writers Workshop in K-5 setting.
- Evaluated teaching staff in areas of classroom management, instruction, student engagement, and school improvement initiatives.
- Provided instructional leadership in areas of Differentiated Instruction and Highly Effective Questioning.
- Facilitated Instructional Leadership Team, School Site Council, Parent Council, Grade Level and Cross-grade Level Team meetings.
- Analyzed data from Learning Walks to assess levels of instructional implementation.
- Established formative assessment calendars with designated Grade-level Teams meetings for Looking At Student Work and Data.
- Provided instructional leadership including the areas of Constructivist Math and Readers and Writers Workshop for K-5 school with 220 racially and ethnically diverse students and 20 staff.
- Developed business partnerships with for profit and non-profit organizations.

As Director of Teaching and Learning at CREC, Hartford Connecticut:

- Administered professional development programs for thirty-five school districts and eight magnet schools.
- Evaluated and supervised consultants and office staff.
- Managed and grew \$100,000 budget to \$1.5 million budget in one year.
- Designed strategic initiatives' action plans and marketing for implementation in areas of K-12 Literacy, Urban Leadership Development, Data-based Inquiry for School Improvement, and Understanding by Design curriculum development.

As Gifted Education Coordinator for Portland Public Schools:

- Organized *Project Exploration Program* for gifted students in Portland, ME.
- Assisted with ongoing support, evaluation, and supervision of consultants.
- Managed budget and annual reports.
- Led identification procedure for 350 students in Grades 3-8 and Primary Enrichment Program in K-2.
- Facilitated monthly meetings with consultants; represented district at annual conventions.

School Improvement

- Led participation of underperforming school team in *Performance Improvement Mapping (PIM)* process with Massachusetts State Department of Education including designing, planning, implementing and reviewing progress with State DOE representative, school support specialist.
- Collaborated with district-level team to design and deliver a series of workshops for parents and teachers in area of *Understanding Data and Its Effect on Race, Class and Language*.
- Chaired *In-depth Review Team* made up of parents, teachers and principal who examined evidence, observed instruction and school team meetings, interviewed teachers, parents and the administrator and used scoring rubric to assess school's performance and next steps.
- Researched *Whole School Change Coaches'* roles as a member of research team that later presented findings at AERA conference.
- Guided implementation of Whole School Improvement Plan (WSIP) while supporting principals with building instructional capacity.
- Participated as National Faculty member in *Four Seasons Project* developing and implementing *Authentic Assessment* based on the collaborative work with Coalition of Essential Schools, Harvard's Project Zero, and Foxfire Teachers Network.

Professional Development

- Planned, designed, implemented and evaluated Professional Development workshop series in *Data Analysis for Educators*, *Adolescent Literacy for Grades 6-12*, and *Learning Walkthroughs for Principals*.
- Led teacher study groups focused on *Looking At Student Work and Data* in urban elementary schools.
- Presented after school sessions for teachers in K-2 and Grades 3-5 in *Guided Reading and Writers' Workshop* in urban elementary schools.
- Organized and facilitated *Collaborative Coaching and Learning* labsites in urban elementary schools that involved grade level teams meeting for 90 minute sessions of engagement and background, modeling of Best Practices, supporting teachers as

demonstrators of practice, and leading debriefing and feedback, self-reflective summations.

- Designed strategic initiatives' action plans and marketing for implementation in areas of K-12 Literacy, Data-based Inquiry for School Improvement, Reading Recovery and Understanding by Design.
- Coached teaching interns as participants in Professional Development School (PDS).
- Facilitated distance learning course *Learning Styles and Multiple Intelligences*.
- Designed, implemented and evaluated course *Assessment and Evaluation in the Classroom* an overview of contemporary issues, strategies, and models of formative and summative assessments.
- Presented workshop sessions at conferences, district-level inservice days and in individual schools. Sample topics include:
 - *Highly Effective Questioning* for Grades K-5 teachers
 - Using Data to Guide School Improvement for CREC
 - Strategic Literacy Initiative for New Britain CT middle school
 - Differentiated Curriculum for Southern Maine Consortium
 - Using Social Studies as the Core Curriculum: Integrating Curriculum for the ETEP Program at the University of Southern Maine
 - Integrating Curriculum, Infusing Critical Thinking Skills, and Improving School Climate for the Portland Public Schools, ME
 - Developing Independence at the Statewide Annual Conference on Multiage Education in Rochester, NY
 - Designing and Using Rubrics for the Ithaca City School District, NY
 - Graduation by Portfolio and Building Learner-Centered Schools for NCREST, Teachers College, NY

PROFESSIONAL EXPERIENCE

Leadership from 2001-2009

Harlem Children's Zone Promise Academy Charter Schools

Acting/ Assistant Superintendent

New York, NY

Boston Public Schools

Elementary School Principal

Whole School Change Coach

Literacy Coach

Boston, MA

Capital Region Education Council

Director of Teaching and Learning

Hartford, CT

Multiage/Elementary Teaching from 1992-1999

Gorham Public Schools (ATLAS Communities)

Multiage Team Teacher

Gorham, ME

Ithaca City School District

Multiage Co-teacher, Grades 3-5

Elementary Classroom Teacher, Grade 2

Ithaca, NY

Gifted Education from 1985-1992

Ithaca City School District
Gifted Education Teacher/Consultant, Grades K-5

Ithaca, NY

Portland Public Schools
Gifted Education Teacher Grades K-8

Portland, ME

OTHER RELEVANT EMPLOYMENT

Education Consultant: School Reviews, Leadership Development, Adolescent Academic Literacy, Balanced Literacy

New York, NY

University of New England
Instructor of Undergraduate and Graduate Education in areas of Multiple Intelligences, Learning Styles, Elementary Social Studies, Assessment and Evaluation

Portland, ME

EDUCATION

Harvard University Graduate School of Education **Cambridge, MA 2001**
Certificate of Advanced Studies (CAS) in School Leadership

- Focused primarily on School Reform and Urban Education
- Worked with Administrative Team of central office instructional leaders, principal, teacher in K-8 school on professional development workshops entitled Looking At Data and Its Impact on Race, Class and Language
- Studied system-wide educational improvement, teacher support and the development of principals as instructional leaders
- Researched Whole School Change Coaches by shadowing several coaches in urban settings, observing their collegial interactions, interviewing them and transcribing for documentation.

Massachusetts College of Art
Master of Science in Art Education

Boston, MA

- Studied Child Development and Artistic expression
- Researched Visually Gifted adolescents and educational opportunities
- Explored Aesthetics, Mathematics and Art, and Human Expression

State University College at Buffalo
Bachelor of Science in Art Education

Buffalo, NY

- Studied Liberal Arts coursework
- Served internship in urban magnet school for Gifted Students
- Completed student teaching in urban high school and open-concept middle school

Additional Studies:

University of New England, University of Southern Maine
Graduate coursework in Educational Administration

Portland, ME

- Studied Clinical Supervisory approach to teacher evaluation
- Explored Adult Development and Teacher Career Cycle and their impact on Staff Development
- Investigated theories of Leadership and their effects on the role of principals and superintendents
- Participated in developing systems for designing district-level curriculum coordination for grades K-12

USM, UNE, Cornell University and Syracuse University

Graduate coursework in Teaching and Learning, Curriculum Development and Gifted Education

- Examined various dynamics of Special Education in Including Students with Special Needs in the Regular Classroom
- Investigated Early Literacy and Developmental Reading Continuum with formative assessment
- Studied Gifted Child Education from model development, curriculum differentiation to social and emotional needs of gifted students
- Explored Brain-based Learning including: engagement of students, memory improvement, and collaborative learning

CERTIFICATION

School/ District Administrator (K-12) New York permanent

School Administrator/ Supervisor (K-12) New York provisional

Principal/Assistant Principal (PreK-6) Massachusetts

Principal/Assistant Principal (5-9) Massachusetts

Principal/Assistant Principal (9-12) Massachusetts

Elementary Education (PreK-6) New York Permanent Certification

Visual Arts (K-12) New York Permanent Certification

Elementary Education (K-8) Maine

Visual Art (K-12) Maine

Gifted Education (K-12) Maine

** References furnished upon request*

Rachael Beard

New York, NY

Skills

- Web site design
- Search engine optimization
- Intranet management
- Database management
- Fund raising
- Event management
- Non-profit organization
- Team leadership
- Communication design
- Marketing collateral
- Volunteer management
- Community networking

Professional Experience

Executive Director & Co-Founder, LinkEducation, New York, NY (6/2006 – present)

LinkEducation provides web networking and education fairs to enable policy makers, administrators, educators, parents and students to connect with educational services throughout New York City.

www.linkeducation.org

- Built volunteer team to over 30 team members
- Built website traffic to over 5,000 unique viewers per month reaching over 50,000 viewers in 10 months through digital marketing, SEO/SEM, and in-person relationship techniques including the semi-annual Education Expos
- Developed partnerships with key community organizations including InsidesSchools.org, AccessNYC, GreatSchools.org, Teach For America, New York University, and the NYC Department of Education
- Increased mailing list to over 6,000 people with e-marketing campaigns and data analysis
- Designed and produced all marketing collateral including brochures, posters, newsletters, ask letters, and invitations
- Managed volunteer fundraising team across the country to raise \$50,000 in 2009 and 2010.

Content Manager, The International Rescue Committee, New York, NY (3/2009 – present)

IRC responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives.

www.theirc.org

- Managed the overall intranet information architecture
- Served as the point of contact for in-depth content strategy discussions
- Developed and implemented content plans for new intranet sites
- Established cross-departmental working groups to streamline intra-agency information sharing

Financial Officer/Administrator, Suicide Prevention International, New York, NY (5/2008 – 6/2009)

SPI utilizes its international network of experts to decide what projects are most likely to prevent suicide, selects the investigators to work on them, and is an active partner in conducting the projects from beginning to end. *www.spiorg.org*

- Managed website architecture, SEO, and content of www.spiorg.org
- Successfully managed all financial systems and reports for Board of Directors and IRS
- Created policy for donor database to track donations and pull segmented reports
- Coordinated Life Lines Luncheon fundraising gala, which raised over \$120,000

Specialist, Training & Support, Teach For America, New York, NY (6/2006 – 2/2008)

Teach For America is building the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. *www.teachforamerica.org*

- Created and implemented Raiser's Edge donor database training program for executive and administrative staff
- Coordinated team to rewrite and roll-out manual for org-wide Raiser's Edge procedures

Rachael Beard

- Presented Raiser's Edge policies at the National Development conferences and reinforced policy through follow-up trainings

Executive Assistant, Teach For America, New York, NY (6/2005 –6/2006)

- Supported three senior-level executives with administrative duties and special projects
- Proposed and coordinated creation of Assistant Resource to establish consistent training/support for assistants org-wide
- Managed creation and content of Development email to all development staff
- Created Excel training program for development staff which was later applied org-wide

Other Related Experience

Treasurer, Board of Directors, Fahari Academy Charter School, Flatbush, NY (6/2009 – 6/2010)

- Developed financial policies & procedures
- Chaired finance committee, headed financial decisions, and ensured school acts in compliance with financial policies & procedures

Education

Skidmore College - Bachelor of Arts cum Laude

Academic Honors and Awards

- **Periclean Honor Society** (2003-2005); **Honors Forum** (2001-2005)
- **Catherine Scranton Rozendaal Outstanding Citizenship Award** (2005): one of five students selected for accomplishments at Skidmore for founding the Sailing Team and raising \$23,000 to purchase boats
- **Skidmore Thoroughbred Award** (2005) for consistent leadership over four years including Class President, Senate, Budget & Finance Committee, and Sailing Club Founder & Commodore
- **Presidential Search Committee** (2003)

Computer Skills

- Proficient in Microsoft Office Programs (Excel, Word, Outlook, PowerPoint); Adobe Creative Suite 3 (Photoshop, Illustrator, InDesign, Flash, Dreamweaver); Raiser's Edge; eTapestry; GotoMeeting; ExactTarget; Vertical Response; ADP
- Experienced in database management, HTML, XML and CSS

Personal Interests

- Artist in digital/website design and painting (www.rachaelbeard.com)
- Marathon running (2008 Philadelphia Marathon, 2010 NYC Marathon)
- Sailboat racing

Sheronda Rochelle, Esq.

Brooklyn, New York 11233

EMPLOYMENT

JPMorganChase & Co., New York, NY (JPMC)

February 2007-Present

Vice President & Assistant General Counsel

IP and Technology Law Group with primary support to the Global Technology Infrastructure organization which provides firm-wide technology. Also provide general legal advice and counsel to the Investment Bank, the Office of the CTO and Sourcing organization regarding various matters.

CA, Inc. Islandia, New York (CA)

June 2004-February 2007

Counsel

Sole attorney who supported the entire Global Procurement organization. Served as primary counsel to the Marketing and SMB product sales groups. Oversaw indirect/channel legal in all of North America and advised Channel legal in international markets.

The News Corporation Limited, New York, NY (TNCL)

July 2000-June 2004

Paralegal

Reported directly to Corporate Secretary and AGC.

LEGAL EXPERIENCE

General Contracts/Licensing

JPMC – Draft, review and negotiate software licensing and maintenance agreements, hardware purchasing agreements, professional services agreements, cloud computing agreements, marketing agreements, photography agreements and other non-IT agreements

CA – Draft, negotiate, review and revise Internet contracts, Independent Software Provider contracts, Original Equipment contracts, Reseller agreements, Distribution agreements, license agreements, and non-disclosure agreements and other related documents

TNCL – Draft, and negotiate agreements including general marketing agreements, master license agreements, vendor agreements and consulting agreements concerning new marketing strategies for marketing companies

Outsourcing/Off-shoring

JPMC – Draft and negotiate off-shore agreements; supervise paralegals regarding granting use of software licenses by third party consultants/service providers

CA – Coordinate, facilitate and serve as counsel for global business process outsourcing projects

General IP

JPMC

- Serve as member of Open Source Review Committee,
- Work with Patent Counsel to review possible portfolio revenue

TNCL

- Preliminary trademark clearance
- Prepare contractual authorizations for use of NY Post proprietary material; ensure copyright protection
- Monitor and respond to Digital Millennium Copyright Act electronic mailbox reports of possible copyright infringement

Dispute Resolution/Pre-litigation

JPMC – Work with litigation counsel to advise and represent the company in disputes relating to license agreements and intellectual property

JPMC and CA – Review and negotiate settlement agreements

CA – Work with other in-house counsel to advise and represent the company in disputes relating to license agreements and intellectual property, and collections issues

Corporate

JPMC

- Review and interpret existing contracts during both pre and post merger/acquisition periods
- Draft post-acquisition interim and transition agreements in light of FDIC receivership

TNCL

- File SEC forms for the Fox Entertainment Group and TNCL, including Forms 3, 4, 5, 6, 10, 13, and 20
- Provide external auditors with minutes and minute rep letters to ensure Sarbanes-Oxley compliance
- Update audit committee information with the NYSE
- Assist with coordination of and shareholder information distribution for the Fox Annual Shareholder's Meeting
- Coordinate with outside counsel on matters of discovery and Department of Justice requests
- Assist with restructuring of companies under the Star (TNCL Hong Kong company) umbrella
- Monitor closing of transactions involving issuance of new debt, capitalizations, and effecting inter-company liabilities
- Coordinate with Star and Cayman Islands counsel on issues such as the re - domicile of B.V. companies to Cayman Islands
- Maintain minute books and stock ledgers; form, merge and dissolve various TNCL companies
- Draft and edit documents to familiarize and back-up shareholder, dividend, share capital, and stock exchange information
- Prepare board books and other materials for board meetings of FEG and TNCL

General Employment

TNCL

- Conduct legal research for matters of employment law, corporate law and compliance
- Assist with drafting position statements to the EEOC in opposition to employment discrimination charges against TNCL

Training

JPMC – Conduct contract/deal efficiency training for sourcing organization to foster improved legal/sourcing relationship

CA – Participate in the development and execution of legal training for the Sales teams focusing on the legal approval and review process, contract language and internal process flow

Team Collaboration

JPMC

- Participate in high level client team meetings to ensure proper support by legal
- Serve as workflow coordinator for participants in our Summer Internship Program

EDUCATION

Juris Doctor – **Brooklyn Law School**, June 2003 – Admitted NYS Bar, 2004

BA, English – **Bryant College**, August 1997 – Published member of *Surge*, the College Literary Magazine

ACTIVITIES

- Metropolitan Black Bar Association IP Committee Co-chair
- JPMC Legal and Compliance Pro Bono Committee Member
- JPMC Corporate Sector Women's Group Planning Committee
- Membership Coordinator for JPMC BLCF Affinity Group
- Brooklyn Law School IP Law Student Mentor

TANYA ESPY-DISPARTI

E-MAIL

• NEW YORK, NY 10026 • PHONE

EXPERIENCE

10/2007- 1/2011 The Oliver Scholars Program New York, NY
Recruitment and Admissions Coordinator

- Oversee all aspects of Recruitment (Monthly Report using Microsoft Excel and Access , Open Houses, Fairs, Testing, Interviews, Communication with applicants, Mailings)
- Increased recruitment pool by 200%
- Revamped outreach materials (brochure, newsletter, flyer)
- Organize and facilitate two annual events that include 200+ individuals
- Supervise a team of three part-time admissions staff members and 20 volunteers
- Serve as a member of Admissions Committee

Summer of 2007 NYC DOE New York, NY
New York Teaching Fellow

- Earned 9 credits in Education from Fordham University
- Taught summer school classes in Manhattan

8/2005- 6/2007 Harlem Children's Zone New York, NY
Parent Coordinator

- Created a P.T.A. Board in collaboration with parents and administrators
- Established educational links with community organizations
- Prepared monthly newsletters to be distributed to families
- Organized and facilitated annual school events (Book Fair, Ceremonies, Trips)
- Managed the enrollment of new students

2002-2004 Children's Village Dobbs Ferry, NY
Family Specialist

- Provided family therapy for 25 families
- Worked with interdisciplinary team to ensure families had access to resources
- Organized and supervised monthly activities
- Conducted home visits throughout NYC and Westchester

EDUCATION

December 2011 Baruch College, City University of NY New York, NY

- Candidate for a Masters of Public Affairs

1999 Hunter College, City University of NY New York, NY

- B.A., Black and Puerto Rican Studies. Minored in Education and Religion

SKILLS

Working knowledge of Microsoft Word, Excel, Publisher, PowerPoint. Competent in SPSS.
Minimal skills in Spanish.

MEMBERSHIPS

- Advisory Board Member for SisterSol, founded in 1995.

References are available upon request.

Tasha D. Young

Tarrytown, NY 10591

Objective Human Services professional seeking to apply managerial skills to ministry efforts that assists those most vulnerable in society

Education B.A Business Administration, Fordham University Overall GPA: 3.44/4.0

Work Experience
Abbott House
Foster Parent Training Coordinator
Bronx, New York
August 2010-Present

- Manage caseload of 500+ foster parents ensuring they are trained on best practices for parenting youth in foster care
- Responsible for all written and verbal communication to foster parents including quarterly newsletter, monthly calendar and phone blasts
- Relevant skills include creating and maintaining great relationships with foster parents, youth and staff
- Agency liaison to Foster Parent Association, a national organization
- Recruit and schedule trainers for Foster Parents at least one month in advance

Abbott House
Administrative Assistant
Irvington, New York
February 2009-August 2010

- Provided business development support and project leadership on grant proposal written to Verizon requesting \$100,000 for computer learning center. Utilizing my networking skills as the corporate contact is a personal contact from my church family.
- Managed emergency funds for educational, transportation and living expenses for youth in foster care
- Provided monthly financial reports to the Director and department
- Provided quarterly departmental data reports to Director and Assistant Executive Director
- Initiated quarterly newsletter chronicling accomplishments of youth and upcoming events
- Administered daily procedures and policies to ensure the needs of families and youth were being met by myself and my colleagues

Bernstein Global Wealth Management
Executive Assistant
New York, New York
March 2008-November 2008

- Facilitated support for the Managing Director in all aspects of managing 18 financial advisors responsible for generating >50mm in business annually
- Was responsible for various aspects of the recruiting and training process for financial advisors including interview scheduling and exam scheduling
- Scheduled all client related meeting details including but not limited to room reservations and catering

Partner's Advisory Corp.
Research/ Executive Assistant
White Plains, New York
April 2006-March 2008

Work Experience **Abbott House**
Foster Parent Training Coordinator
Bronx, New York
August 2010-Present

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Partner's Advisory Corp.
Research/ Executive Assistant
White Plains, New York
April 2006-March 2008

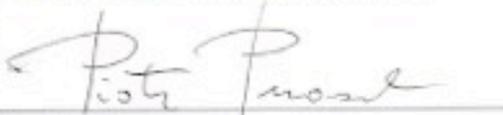
- Extracted quantitative data from financial reports to use in litigation support
- Interacted and formed positive relationships with law firm partners and judicial personnel
- Kept confidential legal information organized and private

Today's Students Tomorrow's Teachers
Program Manager
Elmsford New York

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


Signature

3/18/2011
Date

Attachment 2: Certification Statement

Proposed Charter School Name Global Community Charter School

Proposed School Location (District) NYC CSD #5 or #3

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 3/30/2011

(Please label the copy that has original signatures)

Print/Type Name Phyllis Siwice

Address  New York, NY 10025

Daytime Phone:  Email 

2011 NYSED Charter School Application Statement of Assurances

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [name of proposed charter school] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.
- In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the Global Community 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 Global Community Charter School is accurate and correct.

 Signature of Lead Applicant

3/31/2011 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, Sheronda Rochelle, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

3/22/11
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, Tanya Espy-Disparti, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

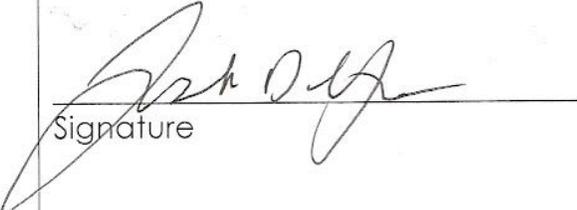
Tanya Espy-Disparti
Signature

3/29/2011
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, Tasha Young, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

3-28-11
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: Rachael Beard
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: Rachael is a resident of W. Harlem New York, NY 10039

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: Global Community Charter School

Charter School Address: _____

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

Community Development

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.

Rachael Beard

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 heard Phyllis speak about the school at LinkEducation.org Charter School Board Matching mixer and was inspired by her vision.**
5. Please explain why you wish to serve on the board: **I thoroughly believe in the mission of the school and as a Harlem resident for the last 3 years, I believe this school will add great value to our community.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **I was on the board of Fahari Academy Charter School in Flatbush Brooklyn for one year serving as the Financial Officer. The school was in its first year of operation serving 90 6th grade students. This experience gave me a great deal of insight into the financial proceedings of a charter school as well the requirements/expectations set on the board. My resume details my experience running and working for nonprofit organizations, experiences which will help me serve as a board member of GCCS.**
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).
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: **LinkEducation, the nonprofit I started and run, has a close partnership with New York Charter School Incubator (NYCSI). They co-run a program hosted by my organization. NYCSI is currently doing business with GCCS to help the school through the application process.**
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: **should such a situation arise, I would raise the concern with the individual, then bring it to the board and if necessary have those board members removed from the board.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy: **GCCS is leveraging the existing diversity of Harlem to build an environment where students from all socio-economic and ethnic backgrounds can be safe to learn and grow as global citizens. GCCS stands apart from other opportunities in this community as it follows the International Baccalaureate program.**

18. Please explain your understanding of the educational program of the charter school: **GCCS uses the International Baccalaureate program which is used globally and is an intensive curriculum to develop well rounded students. The school will have a dual teaching, inclusive environment.**

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful: **a successful charter school is one that has an effective leader, a strong teaching and administrative staff, engaged parents and board, and has a positive relationship with the community. Maintaining all elements requires a positive school culture where everybody is excited about learning and the achievements of the students. A successful school establishes rewards for achievement of all parties, be it for parents, staff, teachers or students.**

Other

20. Please explain your understanding of the appropriate role of a public charter school board member: **charter school board members are responsible for actively participating in board meetings, paying particular attention to effectiveness of the head of school, general oversight and governance of the school, ensuring the curriculum is strong, the teachers have the knowledge and professional development necessary for retention and excellent performance, and the students are in a safe environment where they can focus on learning.**
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 entire charter school application, the school board's by-laws and the 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: Mr. Piotr Prosol (“Peter”)
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address: New York, NY 10011

Personal E-Mail/Fax:

Business Address: IBM, New York, NY 10010

Business E-Mail/Fax:

Charter School Name: Global Community Charter School

Charter School Address:

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

Vice-President, Finance Subcommittee, Technology 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 created a profile at linkededucation.org, a social networking site for the education community, which was brought to my attention by a colleague at IBM running the public service community. Global Community Charter School was a match along key parameters, and I applied directly to Phyllis Siwiec, who received my resume and conducted a phone interview.

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

As an immigrant from Poland at the age of 5, my entire education proceeded in what was, for my parents, a complex, expensive and unfamiliar system. They were used to a unified public system and strong tracks such as Engineering, whereas I attended private schools from Elementary School to College and studied a combination of liberal arts. Along the way, my progress depended heavily on the counsel of teachers, friends and neighbors who were generous with their time and experience, and to them and to my parents' perseverance I do owe most of the opportunities I have had. I sincerely would like to extend to others a similar leg up, especially those children growing up in poverty without readily available guidance.

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):

With my professional and academic experience, I bring to the table valuable skills that would help the board: strategy analysis and development through brainstorming and discussion, research – including documents and expert interviews/consultations, communications in person and print, data analysis and visualization, group discussion and decision-making, etc.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I met several of the other prospective board members as part of the Planning Team developing the application. We had one initial meeting in January in person. My contact with them is very infrequent.

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.

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. 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 consult with the Chair of the Board (or, if the Chair is implicated, the Vice Chair), and the legal counselor on the Board immediately. I would seek out to have an investigation with the appropriate level of discretion while fulfilling ethical and legal obligations in a timely manner.

Educational Philosophy

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

GCCS will provide children in West Harlem a strong educational opportunity characterized by inquiry-based teaching, family and community engagement, and facilitation of learning and cooperation across social divides such as income, language, age, nationality, etc. A robust educational program with multiple methods to address different learning styles and needs, talented staff, and effective data capture and analysis will underpin this mission.

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

Two teachers in each classroom will provide additional attention to each student and enable more customization of teaching methods, as well as support strong professional development and sharing of best practices. A robust data system will drive insight and continuous improvement in teaching methods and the methods to help individuals and groups of students. The IB PYP program will provide a strong methodology for governing and evolving the educational program. Arts will be a

critical and integrated part of the overall education. Students will be encouraged to view and resolve problems through multiple approaches to develop multidisciplinary abilities. Finally, to address the personal challenges faced by many students, GCCS will foster strong community and familial engagement as part of developing the whole child.

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 meets its educational baselines and then seeks to identify, prioritize and systematically improve on all key dimensions, with emphasis especially on educational outcomes. Processes must be efficient and manageable, while budgets must be transparent and accurate to the degree possible. Data management must follow standard practices and maintain discipline to keep data accurate and usable.

The board must a) set clear, measurable goals for education, finance, processes, etc., b) define clear policies for all relevant areas to advance these goals, c) consult administrators to support their performance and intervene where appropriate, and d) measure progress and reevaluate the strategy when necessary to realign resources, focus and practices to better achieve goals, as well as remediate shortcomings in a timely manner. For all these efforts, the board must have clear lines of communication and individual, specific responsibilities assigned to each member or group of members that together cover the total of the school's activities.

Other

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

In my view, the charter school board member must provide advice and counsel to help the school achieve its stated educational and organizational goals; ensure policies that comply with the law, ethical standards, and public educational requirements; and support challenging areas such as strategy, technology, operational efficiency, etc., through expert advice and fundraising. The board should empower the school administrators to ensure that important issues are being reported and discussed. It should develop strategy, including clear, measurable goals, and hold administrators accountable to them.

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

I affirm.

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

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: Sheronda Rochelle, Esq.
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: Brooklyn, NY 11233

Personal E-Mail/Fax: _____

Business Address: JPMorgan Chase Bank, New York, NY 10005

Business E-Mail/Fax: _____

Charter School Name: Global Community Charter School

Charter School Address: TBD

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

Vice-President

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through a matching website called LinkEd.**
5. Please explain why you wish to serve on the board. **As a mother who had to endure the search for a good school for my 5 year old daughter recently, I gained a new appreciation for what separates the good schools from the great. I wanted to be a part of making a great educational opportunity for other students and give them a chance to recognize their full potential. I believe that can and will be achieved with the vision of Global Community Charter School.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts 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. If I had substantial reason to believe such was the case, I would present the evidence to the highest ranking member of the Board other than myself and suggest we have a discussion on the matter with the member before taking any further formal action as may be allowed by the By-Laws.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The school's philosophy is to provide the children in the West Harlem community with a quality multi-cultural learning environment spanning class, language and other various social lines.
18. Please explain your understanding of the educational program of the charter school.
The Global Community Charter School's proposed educational program is based on the Primary Years Programme of the International Baccalaureate. The emphasis in this type of program is on the global significance of learning and the enabling of children to make connections between the curriculum and the bigger picture of the world around them.
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 first step to a successful charter school is finding a cohesive group of board members to maintain the overall operations of the school. Within that step are a number of smaller steps which include 1) finding a safe location for the students to attend school, making adjustments as needed, 2) reaching out to the community and fostering a relationship

with the families within that group who make up the prospective student population, and 3) setting up a system of checks and balances for all facets of school operations to ensure compliance is maintained. The second step is finding the teachers with the talent to reach the children and the drive to sign on to the educational initiatives of the school. After that, the implementation phase is where all of these preliminary steps are put to the test and thereafter undergo a number of tweaks until the machine is running smoothly and the children are gaining the most benefit from the education program being offered.

Other

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

A public charter school board member should, in upholding the law, school charter, school by-laws and code of ethics, be a key component in maintaining the integrity of the school. Included in this notion, is the requirement of ensuring effective order, operations and overall management of the school so that the children are provided with a safe, healthy and complete learning environment.

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 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: Ms. Tasha D. Young

(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: Tarrytown, New York 10591

Personal E-Mail/Fax: _____

Business Address: Abbott House Irvington, New York and Bronx New York 10462

Business E-Mail/Fax: _____

Charter School Name: Global Community Charter School

Charter School Address: _____

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

Family and Community development

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 am affiliated with an organization called LinkEd which matches potential charter school board members with schools. I met the Lead Applicant Phyllis Siwiec at one of these mixers.**
5. Please explain why you wish to serve on the board. **I have worked with underprivileged and underserved youth and families for 18 years. Any and every opportunity to improve the lives of families who have been marginalized and or underserved, I participate in wholeheartedly. Education is the single most important vehicle in which to guarantee members of these communities can contribute positively to society and their own well being. I want to help ensure this happens and serving on the board of the Global Community Charter School is one way in which I can do so.**
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.

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. 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 approach the Chair and express my concerns
Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. **The Global Community Charter School's mission is to provide a comprehensive Primary Years Programme of the International Baccalaureate Programme for English language learners, first generation Americans and underserved populations of the West Harlem area. GCCS will provide a multi-cultural and multi-lingual learning environment that is inquiry based and inclusive of all cultures, religions and backgrounds.**

18. Please explain your understanding of the educational program of the charter school. **The PYP programme for the IB curriculum is designed to encourage creative thinking and solution based learning and approaches to problems. Children in these programs are given much opportunity to question what is presented to them and to think through answers not just memorizing them as in a didactic learning environment.**

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

I believe a charter school must serve the needs of the community it is in first and foremost. Successful charter schools address the overcrowding that occurs in the public schools in their area by putting a cap on the number of students that can enroll. At GCCS the

ratio of 2 teachers to each 25 students at a time is unique to the catchment area that we are recruiting students. It is essential for charter schools to continue to meet and exceed the educational expectations of the school districts they serve. It is the board's duty to ensure the nuances and distinctions that allowed the school to obtain the charter originally remain in tact supported by both the staff, students and parents.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **The appropriate role of a public charter school board member is to support the students and families and make sure the staff of the school is living up to the vision and mission as set forth in the charter. I also think the role of the board members is to network with corporate and not-for-profit organizations to best meet the needs of the school financially and socially.**
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 board's by-laws and the proposed policies.**
22. Please provide any other information that you feel is pertinent to the Department's review. **I very much would like to see this school open it's doors. The PYP of the IB programme is an advanced programme that will help children in this area of Manhattan be a part of a global educational programme with other American children from several different cultures. Children in this school will experience what so many children in other countries experience; multi-cultural and multi-language immersion and appreciation. I know our children will be better off after going to this school than they would be if they went to a more traditional 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: Tanya Espy-Disparti
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: Resident of Harlem New York, NY 10026

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: Global Community Chart School

Charter School Address: Undetermined

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

Human Resource 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.
See 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.
See attached.
5. Please explain why you wish to serve on the board.
See attached.
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.
See attached.
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.
8. 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

9. 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:
See attached.
10. 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:
See attached.
11. 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:
12. 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.
13. 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.
14. 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

15. 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.
See attached.

16. 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.

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

Educational Philosophy

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

19. Please explain your understanding of the educational program of the charter school.
See attached.

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
See attached.

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

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

1. Resume is attached on last page.
4. I became aware of Global Community Charter School (GCCS) through conversations with Phyllis Siwiec. As she and I had worked together at a previous Charter School and had similar visions of what an education environment should look like for children, she reached out to me and shared her plans to design GCCS. During our discussions, it became clear that my connections and familiarity with the Harlem community and education in general would be an asset to the planning team and Board.
5. I wish to serve on the board of GCCS because I believe in the mission of this Charter and because I can offer a lot in terms of building sustainable institutions and in terms of empowering families to participate in their child's education.
6. I currently serve as an advisory board member for the SisterSol component of the Brotherhood/SisterSol not-for-profit organization. In addition to the knowledge gained from serving on this board, I am currently enrolled in an academic program that is fortifying my knowledge of program evaluations and proper board governance.
9. I know several of the board members for GCCS as we have been a part of the planning team over the last few months. Prior to this experience, I knew only Phyllis Siwiec from a prior shared work experience.
10. As stated in question #8, I am aware of several potential staff members whom I met during the formation of GCCS. These individuals are extremely competent in their fields and it would behoove the school to use them as staff, if they are available.
15. Please refer to questions #8 and 9 for clarity in regards to this issue.
17. If I believed that a member of the charter school's board was working for their benefit or for the benefit of their friends or family, I would address the issue based on its particulars. If a board member is a parent representative, then I would find no fault in their working towards the benefit of their children. However, if I found that a board member was working to obtain contracts for their company then I would address the issue with the board as a whole and ensure that were following the by-laws in terms of how we dealt with the individual.
18. I understand the philosophy of the GCCS to be one that aims to address the diverse, underserved young people living in CSD 3 and 5, with a focus on inquiry based learning using the proven success model of the International Baccalaureate Program.
19. I understand the educational program of the GCCS will include team-teaching, small class sizes, integrated classroom settings and will utilize the support of parents, strong social service team within the school and the wealth of resources within the community (partnerships with Arts Organizations, Universities, Cultural Centers, etc.).

20. I believe that the characteristics of a successful charter schools are:

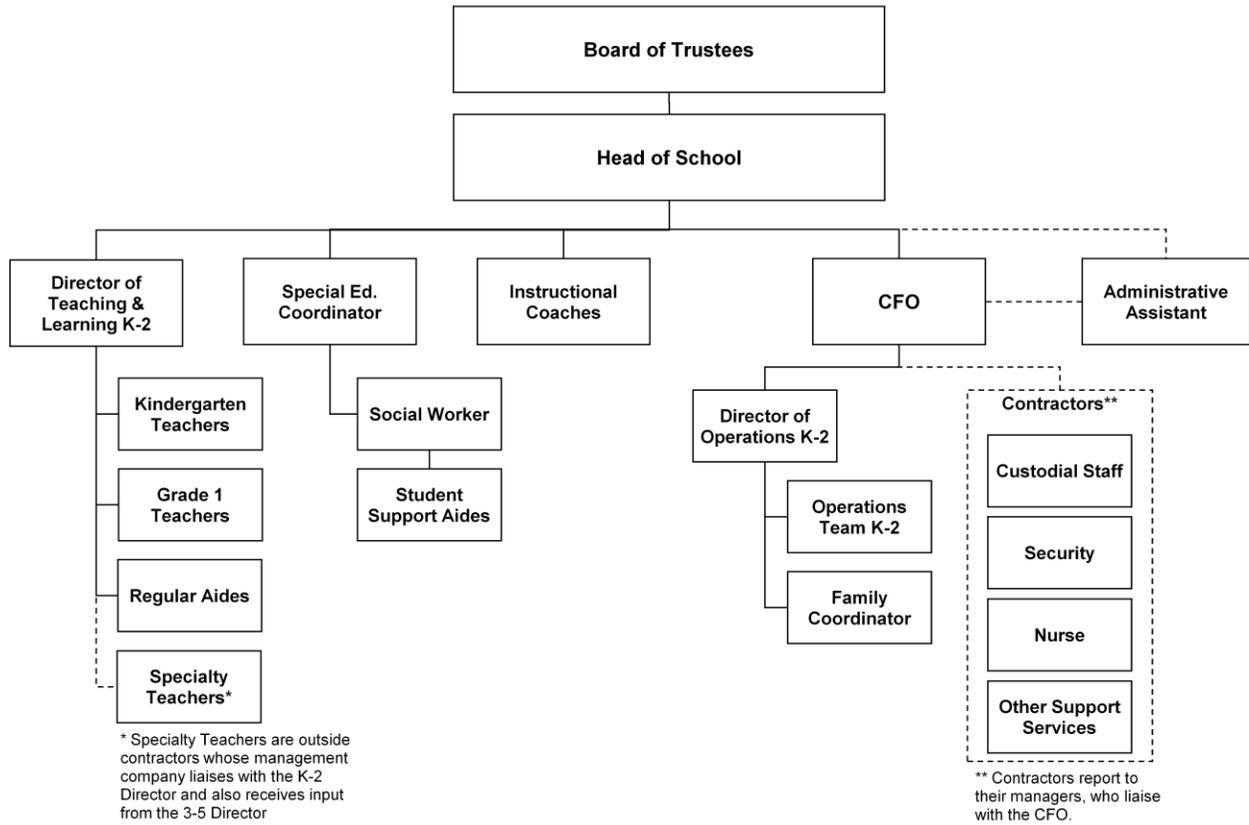
- Strong parent involvement
- Strong professional development program for teachers
- Frequent feedback and evaluations for classroom teachers
- Consistent team meetings
- School environment that encourages respect and tolerance
- Safe physical space for learning

I believe that the board of this charter school is primarily responsible for working with the Head of School to ensure the growth and sustainability of the GCCS. As to the items listed above, the board must have experts in diverse fields so that we may stay abreast of educational and financial changes within NYC and the DOE and have the ability to review program data to offer suggestions for improvement.

21. I understand the appropriate role of a public charter school board member to be one who must abide by the charter, review student assessments, approve budgets, oversee the Head of School, and work to ensure that the financial needs of the school are being met and offer strategic planning for the future of the institution. Board members are expected to serve for a period of three years.

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

Global Community Charter School Organizational Chart – Year 1



Head of School

Responsible for the overall administration and supervision of the entire school.

- Provides leadership and direction to staff
- Works with Director of Teaching and Learning and CFO to hire new staff, evaluates and terminates staff
- Serves as administrator and mentor to Curriculum Coordinator
- Oversees and works on curriculum development and implementation with Directors of Teaching and Learning
- Ensures the successful development of the IB PYP model
- Directs, supervises, provides guidance and gives support to teachers in order to improve instruction
- Ensures the proper use of student data to drive and improve instruction
- Plans the master schedule of classes for students and staff with Directors of Operations
- Provides professional development for the staff with Coaches, Directors of Teaching and Learning and PYP Coordinator
- Works with Student Support Aides, Social Workers and Teachers to handle discipline matters with students with sensitivity
- Directs and oversees financial and budgetary planning and business operations
- Makes formal reports to the Board of Trustees
- Works closely with parents and the community at large to obtain community support
- Works with the Board of Trustees to ensure legal compliance of the school

Director of Teaching and Learning

Responsible for all aspects of the school's academic program including achievement of academic goals with Teachers, Coaches and PYP Coordinator. Assists the Head of School in overall administration and supervision. Reports to Head of School.

- Works with the Head of School and the Board of Trustees to implement Charter Program
- Keeps teachers up to date on NYS curriculum requirements
- Assists in the development of curriculum
- Implements and follows policies and procedures
- Works with teachers to ensure differentiated instruction
- Provides support to teachers in carrying out school model and philosophy
- Encourages parental involvement
- Assists teachers in implementing concept-based learning
- Assists teachers in evaluating students and identifying 'best practices' as needed
- Oversees implementation of portfolio assessments
- Oversees administration of all NYS assessments and internal assessments
- Consults with academic teams to ensure students are being challenged appropriately at their individual levels
- Reviews data with teacher teams and help to identify needs
- Ensures appropriate materials are used for instruction
- Reviews unit write-ups and lesson plans
- Observes classroom instruction
- Evaluates teachers

Chief Financial Officer

Responsible for overseeing the non-academic operations of the school and for achieving operating and financial goals. Reports to Head of School.

- Maintains all books of accounts
- Provides day to day management of school financial affairs
- Works with Head of School and Board of Trustees to forecast, plan and budget the schools economic future
- Prepares all financial reports to governing bodies
- Oversees Human Resources and staff recruitment
- Works with Head of School on development and marketing by cultivating foundation and corporation relationships
- Oversees payroll as outsourced service
- Maintains appropriate insurance
- Works with Director of Operations to oversee facility and all accompanying concerns
- Works with Director of Operations to coordinate non-academic services and maintain relationships with service providers
- Works with Director of Operations on all compliance responsibilities
- Works with Director of Operations and Family Coordinator to oversee student recruiting process including any lottery that is necessary
- Performs other related duties as required

Director of Operations

Responsible for directing and managing the operations of the school on a day to day basis.

Reports to CFO

- Manages of all student records and information
- Manages food service accounts including student lunch counts and reporting
- Schedules transportation for field trips and school days over NYCDOE school calendar
- Coordinates all aspects of student enrollment and attendance
- Keeps track of staff attendance, sick days, vacation time, and creates and updates the school calendar
- Originates all purchase orders and payment
- Manages the outsourced nurse, security guard and custodian
- Supervises the Data Entry point person as a technical support person
- Works with Director of Teaching and Learning to oversee and evaluate the After School Program that runs from 4:30 PM to 6:00PM each day.

Student Support Coordinator

Responsible for coordinating and processing of Special Education and services for English Language Learners paperwork and ensures that appropriate services are rendered to eligible students. Reports to the Head of School

- Oversees all services for designated special needs students
- Chairs Child Study Team with Social Worker, teacher representative, Director of Teaching and Learning and Head of School
- Keeps teachers up to date on Special Education and ELL procedures and requirements
- Consults with all those dual certified classroom teachers to ensure CSE services are in place and are effective

ATTACHMENT 11 KEY POSITION DESCRIPTIONS: GLOBAL COMMUNITY CHARTER SCHOOL

- Attends CSE meetings as needed and keeps accurate Special Education and ELL records for the school
- Keeps 504 records and consults with classroom teachers to ensure appropriate program
- Assists teachers in observing and evaluating students
- Consults with Director of Teaching and Learning to ensure appropriate Special Education, 504, and ELL Services to eligible students
- Oversees all ELL testing and analyzes and reports results to Director of Teaching and Learning and Head of School, teachers and other appropriate school staff
- Consults with parents of Special Education, 504, and ELL students
- Provides educational support to Special Education, 504, and ELL students

Family Coordinator

Responsible for maintaining positive relations with the communities served by the school and is responsible for assisting with student-parent relationships. Reports to Director of Operations.

- Works with staff to coordinate parent events
- Publishes parent newsletter
- Conducts surveys of parents
- Assists in responding to general parent questions
- Speaks to families and community groups about GCCS
- Works with other school leaders to advertise for and recruit students from community
- Serves as liaison between parents and other school staff
- Identifies students who are at risk of not returning
- Works with staff and families to reduce risk of students not returning
- Interviews families that are not returning following year
- Coordinates with Parents As Partners Association (PAPA)
- Advocates and facilitates Parent Involvement in all aspects of GCCS

Social Worker

Responsible for working with students, families and teachers to solve problems relating to student achievement and mental health. Reports to Student Support Coordinator

- Counsels individual and small group sessions as per I.E.P. requirements
- Manages crisis situations as they arise, and can expect to be on call for such crises
- Becomes familiar with social service agencies in the community so that students and their families can be connected to the appropriate services
- Provides individual and group counseling to students and their families on short term basis
- Serves as a professional resource for school staff in areas of supporting families and students in crisis
- Makes home visits and should feel comfortable working with people from all ethnic and economic backgrounds
- Participates in the creation of Individualized Education Plans (IEPs), serving as an advocate for the students
- Serves on Child Study Committee
- Train staff, parents and work with students on school and behavioral support program
- Maintains clinical records on case management services, which includes documenting home visits, counseling sessions and other services

Classroom Teacher

Responsible for co-teaching a class of 25 students. Teachers need to be certified in Early Childhood (birth through Grade 2) and or Childhood Education (PreK-6) AND either Special Education or ELL certified.

Experience with IB PYP desirable. Reports to Director of Teaching and Learning

- Plans and implements instructional units which adhere to the NY State Learning Standards, Common Core, and IB PYP philosophy
- Differentiates instruction for students as integral aspect of planning and teaching
- Coordinates with co-teacher and other teachers to meet program requirements of IB PYP
- Provides an inviting, exciting, innovative, learning environment
- Implements a concept-based, constructivist classroom
- Evaluates and keeps track of student progress
- Utilizes formal and informal assessments to plan instructional program
- Maintains open communication with parents starting early in school year
- Engages in effective and appropriate classroom management
- Maintains and enriches expertise in subject areas
- Performs other instructional duties, as deemed appropriate by Head of School and Director of Teaching and Learning
- As Special Education or ELL certified teacher: ensures that I.E.P. requirements are taught and evaluated for results
- Ensures that accommodations are followed and in place for designated students

Specialty Teacher

Responsible for teaching special area subjects to a class of 25 students in areas of physical education, visual arts, music, dance, drama, World Language, or technology.

- Coordinates with classroom teachers to plan and implement instructional units which adhere to the NY State Learning standards and the philosophy of IB PYP
- Differentiate instruction for students as needed
- Coordinates with other teachers to meet program requirements of IB PYP
- Provides an inviting, exciting, innovative, learning environment
- Evaluates and keeps track of student progress
- Maintains open communication with parents starting early in school year
- Engages in effective and appropriate classroom management
- Maintains and enriches expertise in subject areas
- Performs other instructional duties, as deemed appropriate by Head of School and Director of Teaching and Learning
- Performs other instructional duties, as deemed appropriate by Head of School and Director of Teaching and Learning



March 28th, 2011

To whom it may concern:

Having worked with public school children and families in Harlem for more than 25 years, I can give my unequivocal endorsement to bringing the Global Community Charter School to West Harlem.

Although West Harlem already has several charter schools, there still is a huge need for high-quality classroom slots for local children. My organization works with seven traditional public schools in Harlem and while there are many people doing stellar work, the schools are not having the impact necessary to get large numbers of children to succeed academically.

I believe that all children can succeed if given the right circumstances and that when children fail in school, it represents a failure of the adults around them. My entire professional life has been dedicated to giving poor children the support necessary so they can educate themselves and go on to become satisfied, productive citizens with high-skill jobs. Given the dismal record of many of the schools in Harlem to enable children to succeed academically, I welcome Global Community Charter and the terrific opportunity it represents. I also look forward to welcoming its students and families to make use of the Harlem Children's Zone network of free wrap-around services.

The school's international focus is particularly well-suited for children in Harlem who tend to have little exposure to the world outside their immediate neighborhood. This global orientation is particularly necessary as the world becomes smaller and young people will have to be more savvy about other cultures to navigate the future job market.

In addition, my recommendation is a reflection of my confidence in the team that is assembled to lead Global Community Charter. I worked closely with Phyllis Siwiec, Lydia Gutierrez and Tanya Espy-Disparti at our HCZ Promise Academy Charter Schools and found them all to be top-notch professionals who truly care about children and their education. Running a successful charter school that serves poor children is an incredibly difficult task, but one of the key ingredients necessary is bright, clear-eyed, dedicated leadership. I know that Phyllis will assemble and attract similarly dedicated educators who will make this a great opportunity for all of its students.

Global Community's emphasis on inclusion, professional development, data-driven instruction and community engagement make this a great new education resource for a community that is quite literally suffering from a lack of high-quality alternatives.

Sincerely,



Geoffrey Canada
President and CEO

38 East 128th Street • New York, NY 10035 • Tel: 212.360.3255 • Fax: 212.289.0661 • www.hcz.org



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- Andrew Stern**
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- Josh Ufberg**
ATALAYA
- Stacey Warady Gillett**
NYC DOE Office of Innovation

March 16th, 2011

Attn: New York City Charter School Review Committee

Re: Global Community Charter School

Dear Director of Charter School Office,

I would like to express my support for the Global Community Charter School and Urban Arts Partnership's role as a partner organization. We are excited to share our mission to advance the intellectual, artistic and social development of underserved public school students through arts-integrated education programs to close the achievement gap.

Urban Arts Partnership (UAP) was founded 20 years ago with the belief that art is essential to human development, education and culture. What began as a small theatre program in Crown Heights in response to the neighborhood's 1991 riots has now become a leading arts-integrated education organization that serves 60 Title I public schools throughout New York City. A recipient of the New York State Award of Merit and numerous accolades for exceptional service to low-income youth, UAP develops innovative teaching practices for classrooms and school communities through arts programs that effectively engage difficult-to-reach students. UAP has co-founded five new small schools in which the arts play a central role, and is actively involved in city-wide initiatives related to arts-integrated education across the curriculum, as well as the NYC DOE's Blueprint for Teaching and Learning in the Arts.

As we move forward in planning, Urban Arts is strategically aligning our programming model with Global Community's exceptional vision and plan for effective elementary school student learning. Specifically, we look forward to helping the administrators and teachers bring their "Primary Years Programme" integration fruition. Urban Arts will help the school through initiatives that may include Extended Learning Time, professional development, and other academic and youth development supports. We also look forward to applying our experience in NYC Community School Districts 3 and 6; Urban Arts Partnership was the grantwriting agency that successfully procured a 21st Century Community Learning Centers grant for CSDs 3 & 6, partnering with the Office of School & Youth Development, and currently serves hundreds of students, including many English Language Learners, throughout Harlem, Inwood, Washington Heights, and Upper Manhattan.

I look forward to continuing our relationship with Global Community Charter School. Together, we will develop our students to become engaged, lifelong learners that have the means to express themselves. Should you have any questions, please contact me at philip@urbanarts.org or call me at 212.966.5881. Thank you for your consideration.

Sincerely,

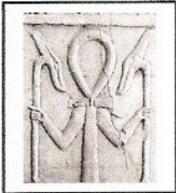
Philip Courtney
Executive Director

EXECUTIVE DIRECTOR

Philip Courtney

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International Youth Leadership Institute

<http://www.iyli.org>
iyli_2000@yahoo.com
718-246-2620 (telephone)
718-679-9601 (fax)

Board of Directors

March 29, 2011

Ibijoke Akinola
(IYLI Alumna)
The School @ Columbia

REF: Letter of Support for the Global Community Charter School

Nicholas Collins Glover
American Express
Global Corporate Services

To Whom It May Concern:

Jean Brown
New York City Dept
Of Probation
Co-Chair IYLI Parent Council

I am writing in support of the proposal for the Global Community Charter School. As a long-time resident and citizen of Harlem, I continue to be dismayed at the lack of quality schools in the community. Harlem schools consistently rank near the bottom when compared to all schools in New York City.

Alita Maristany
New York University
Co-Chair IYLI Parents Council

The school's approach incorporates much of what we know about effective pedagogy, including collaborative team-teaching, inclusion and embedded professional development. The International Baccalaureate design will provide a high level of academic rigor and student engagement.

Adey Stenbridge
Metropolitan Center
New York University

In addition, the design of the school emphasizes global connections in order to ameliorate the isolation experienced by many students in Central and West Harlem. We need such a focus to prepare our youth for global citizenship and global economy.

Patricia Tubridy
Chair
Principal
Channel View School
for Research

A school like this is sorely needed in this community.

Dr. Michael Webb
(IYLI Co-founder)
Executive Director

Sincerely,

Michael Webb

Michael B. Webb, Ed.D
Executive Director

P.O. Box 657, Village Station, New York, NY 10014

James Reddick

[REDACTED]
New York, NY 10030

March 23, 2011

Ms. Phyllis Siwiec
Head of School
Global Community Charter School
[REDACTED]
New York, NY 10025

Dear Ms. Siwiec,

After hearing about your efforts to bring a new charter school to West Central Harlem, I was filled with hope. As a born and bred, lifelong resident of Harlem and parent to a school-age child, I have been increasingly concerned about the declining state of education in New York City -- particularly in Harlem.

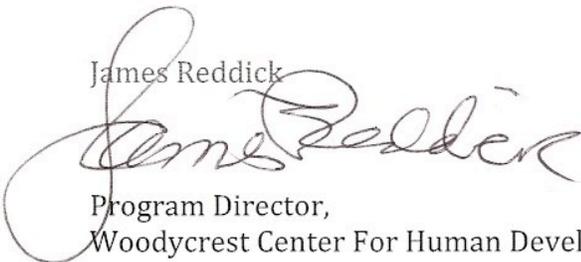
After speaking at length with one of Global Community Charter School's founding board members, I am hopeful that GCCS will become the kind of quality school that the children in our community so desperately need and deserve.

I have built my career as a youth development practitioner primarily based in Harlem. My work has taken me to all five New York City boroughs as well as across the country. I have interacted with children, teens, families and community members from a broad spectrum of cultures. In my work, I have found that without a solid educational base our children are destined to sub-standard lives.

This is why I am eager to help GCCS in any way I can as you build toward the 2012 school year. I have a long reach in Harlem and would be pleased to gather groups of parents in order for our community to learn more about GCCS and how we can be a part of the school's development.

Please feel free to contact me at [REDACTED] if you need more information.

James Reddick



Program Director,
Woodycrest Center For Human Development

March 28, 2011

Ms. Andrea Smalls
[REDACTED]
New York, NY 10037

Ms. Phyllis Siwec
[REDACTED]
New York, NY 10025

Re: Global Community Charter School

Dear Ms. Siwec

I am pleased to support the Global Communities Charter School's entrance into my community. I have lived in the Harlem community for over 18 years and have two biological children ages 3 and 18 and three foster children ages 13, 14, and 17.

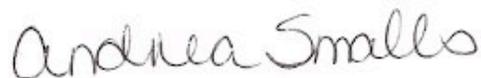
As I understand it, Global Communities Charter School will provide an environment for English Language Learners that allows them to maintain their birth language as well as increase their competency with the English language. This is fantastic! This approach helps them but more importantly helps children like mine (who have generations of African-American citizenship) understand the global world around them and embrace a multilingual culture.

My three year old spoke Spanish and English because her baby sitter spoke primarily Spanish and we speak English at home. She is now in day care and the multi-language tradition was not maintained, this is a disappointment. I support the Global Community Charter School because American children need to be multi-lingual.

Secondly I embrace the 2 teacher to 25 student ratio. Our children need and deserve more individualized attention and the schools in my neighborhood are overcrowded.

This venture is much needed and much appreciated. Thank you for your vision.

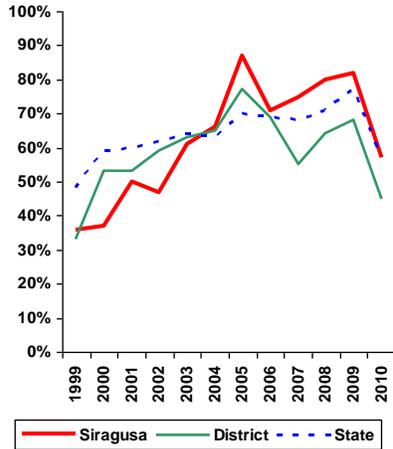
Sincerely,



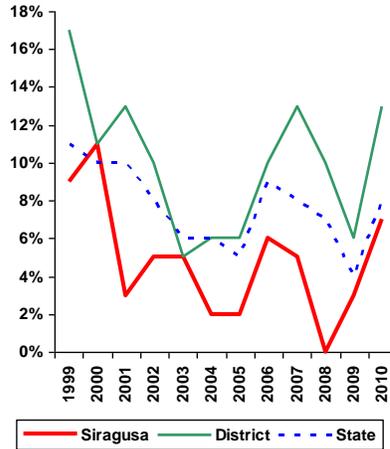
Ms. Andrea Smalls

**Attachment A: NYSED ELA and Math Grade 4 Assessments
 Comparative Analysis of R.Siragusa IB PYP School in Yonkers
 With Yonkers School District and NY State Results
 1999-2010**

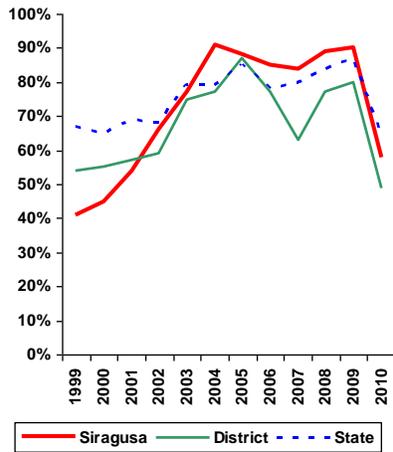
**Level 3 & 4 Pass Rate
(Grade 4 English)**



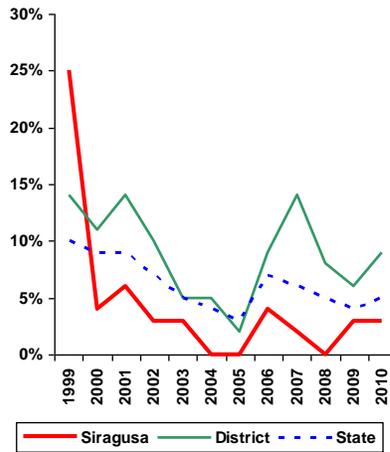
**Level 1 Rate
(Grade 4 English)**



**Level 3 & 4 Pass Rate
(Grade 4 Mathematics)**



**Level 1 Rate
(Grade 4 Mathematics)**



Attachment B: Discipline for Suspension and Expulsion For Special Needs Students

For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a **manifestation determination** review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period. The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

Alternative educational services. GCCS will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law.

Instruction for suspended students shall be sufficient to enable them to make adequate academic progress, and shall provide them with opportunities to complete assignments, learn the curriculum and participate in assessments, and it will take place in a suitable site. For a student who has been expelled, the school will provide alternative instruction to the extent required by applicable law for suspended students, until the student enrolls in another school or until the end of the school year, whichever comes first.

March 25th, 2011

To Whom It May Concern:

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

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

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

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

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

Estimated Premiums for Planning Year & First Full Operating Year:

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

Planning Year Coverage	Annual Premium Indication
Directors & Officers / Employment Practices	\$2,500
Workers Compensation (Assuming 800K payroll)	\$600
Total	\$3,100

1 st Full Operating Year Coverage	Annual Premium Indication
Directors & Officers / Employment Practices	\$2,500
Workers Compensation (Assuming \$1.9M payroll)	\$14,250
General Liability/Abuse/Crime/Auto – 150 students	\$8,850
Property (Assuming 150k Contents)	\$750
Excess \$10 million limits	\$1,260
Educators Legal Liability – 29 employees	\$1,750
Total	\$29,360

Tentative Timeline for Insurance Coverages

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

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

Please let me know if you have any questions.

Sincerely,

Tyler LaMantia
Public Entity & Scholastic Division - Arthur J Gallagher & Co.

630-285-4344 – Direct , 630-285-4062 - Fax