



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K,1	72
Year 2	K-2	120
Year 3	K-3	168
Year 4	K-4	212
Year 5	K-5	253

Desired School Opening Date

Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:
 Charter Schools Institute
 State University of New York
 41 State Street, Suite 700
 Albany, New York 12207

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Phone: (518) 433-8277
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 Web: www.newyorkcharters.org

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Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Manhattan Charter School II

2. Charter School Location

Community School District 1, New York City

3. Anticipated Opening Date

Fall 2012

4. Management Organization Name (if applicable)

N/A

5. Other Partner Organization(s) (if applicable)

N/A

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-1	72
Year 5	2017-2018	K-5	253

7. Applicant(s)

	Name	Bio
X	Paul O'Neill	Paul T. O'Neill is an attorney who focuses on education law. He is President and Founder of Tugboat Education Services. He has served as General Counsel of the Charter Schools Institute of SUNY and has authored numerous scholarly and professional publications.
X	Genie DePolo	Genie DePolo has been the Principal of Manhattan Charter School since 2007 and has over 25 years of educational experience in the classroom, as an administrator, and school reformer. She has restructured failing schools with Modern Red SchoolHouse, served as an Assistant Principal of Special Education, and is an Adjunct Instructor at Mercy College.

X	Stephanie Mauterstock	Stephanie Mauterstock has served as Business Director of Manhattan Charter School since 2007 and is responsible for all non-instructional operations of the school. Ms. Mauterstock also specializes in federal and state education grants, particularly as applied to charter schools. She publishes in the field and presents at charter conferences.
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Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Paul O'Neill	Paul T. O'Neill is an attorney who focuses on education law. He is President and Founder of Tugboat Education Services. He has served as General Counsel of the Charter Schools Institute of SUNY and has authored numerous scholarly and professional publications.
X	Joy Elaine Daley	Joy Elaine Daley has years of experience as a teacher and principal, and now oversees a network of NYC public school leaders. From Jamaica to the Bronx, primary school to college, Ms. Daley has served diverse student populations. She is an active member of the community service-oriented Alpha Kappa Alpha Sorority.
X	Ira Greenberg	Founding board member of MCSI and C.P.A. Ira Greenberg is Managing Director of Northwinds Advisors LLC, a broker dealer specializing in renewable energy. Mr. Greenberg is also with the Presidium Group of Companies, a New Jersey financial service firm, and has years of experience in the finance sector.
X	Jessica Aronin	Jessica Aronin specializes in fundraising and development. Currently Campaign Director at Baruch College, Ms. Aronin solicits major gifts and stewards relationship with a vast roster of donors. As former Director of Development at the East Harlem School, Ms. Aronin is well versed in the development of educational institutions.
X	Benjamin Breen	Australian-born violinist Benjamin Breen has toured in Australia, Europe, the U.S. and Japan, receiving critical acclaim as soloist with orchestra, in recital as a chamber musician, and as a recording artist. Breen has studied at the Juilliard School and under the tutelage of violinist Harry Shub, whose pedagogy influenced him greatly.

Add New Trustee

9. Overview of the Proposed Program

Manhattan Charter School (MCSI) seeks to replicate its existing elementary school program, creating a new site called Manhattan Charter School II (MCSII), overseen by the same board of trustees. The proposed MCSII would open with 72 students in kindergarten through first grade and would grow to include 274 students in kindergarten through fifth grade.

The goal of MCSII will be to teach our kindergarten through fifth grade students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful lives. The mission of MCSII is to prepare its students to achieve high academic levels in the four core academic subject areas and music, to communicate effectively in verbal, mathematical and musical languages, and to apply

critical thinking processes and ethical standards to learning, living and problem solving.

The board seeks to open a new site to be able to service more students with the model developed by MCSI. MCSI was only able to admit 13% of applicants who applied for Fall 2011 and, of the students admitted who were not siblings of enrolled students (to whom MCSI gives first preference), 100% were from District 1. The board is passionate about expanding high quality educational options to serve the Lower East Side, where there is both demand and need for MCSI's programs. In 2010, the year when New York State dramatically increased the bar for proficiency on the state tests, 58% of MCSI students met or exceeded standards in ELA, and 69% in Math, outperforming District 1 students in ELA by 10.3% and in Math by 9.7%. On the 2009 exams, 91% of MCSI students met or exceeded standards in ELA, and 98% in Math, outperforming District 1 students in ELA by 21.2% and in Math by 10.6%. In 2008, 100% of MCS students met or exceeded standards on the English Language Arts (ELA) and Math exams. Serving a population that is 98% minority, 78% eligible for free or reduced price lunch, and 14% identified as special education, MCSI reflects the diversity of the district and is building a record of closing the achievement gap. MCSII seeks to expand on this work.

To achieve its mission, MCSII will base its educational program on the success of the existing Manhattan Charter School I. Key design elements of MCSII will include:

- An arts- and culture-rich educational program aligned across subject areas and including English language arts, math, science, a humanities program that celebrates the history and community of the Lower East Side, French, art, physical education, and health. Music will be offered to every student, every day. All curriculum will be aligned to New York State standards. To implement the curriculum, teachers will have multiple research-based instructional materials available as resources. ELA materials will include Lucy Caulkins' Readers and Writers Workshop, Scott Foresman's Reading Street, and Preventing Academic Failure. Math materials will include TERC and Everyday Math.
- Seeking accreditation from the International Baccalaureate Primary Years Programme to support the quality of the inquiry and experience based learning program offered by the school.
- A minimum of 182 days of instruction each year and a longer school day. School arrivals will begin at 7:45 am, with instruction underway at 8:15 am and dismissal at 3:30 pm for kindergarten through second grade. Third through fifth grade will have extended day offerings in the form of small group instruction, which will be offered four days a week until 4:30 pm. Students who demonstrate interest, ability and meet academic benchmarks may join a select Chorus, the Brass Band, or both, each offered two days a week until 5:30 pm.
- A commitment to performance-based accountability and rigorous academic growth for each student. Teachers will be supported by professional development in content areas and performance-based compensation will reward high student achievement. Teachers will deliver data-driven instruction that meets the individual needs of students. In this way, Manhattan Charter School II will be committed to meeting two of the statutory purposes of charter schools: first, improving student learning and achievement, second, instituting a performance-based, rather than a rule-based accountability system, and being held accountable for meeting measurable student achievement results.
- Partnering with MCSI for support on implementing the program. The Board of MCSI will also oversee MCSII and will use the same accountability tools to monitor and evaluate the growth of each school.

The proposed school will implement a co-leadership model between a Principal and a Business Director. All instructional staff will report to the Principal and all administrative staff to the Business Director. In addition to the Principal, teachers will have the dedicated support of Instructional Coaches who will be experts in their grade levels. Supported on program

implementation by MCSI, the Principal of MCSII will report to the Chief Academic Officer/Principal of MCSI, who will report to the Education Committee of the Board. The Business Director of MCSII will report to the Chief Operating Officer/Business Director of MCSI, who will report to the Finance Committee of the Board.

The proposed school seeks to be located in public school space in Community District 1 in New York City and will work with the DOE to find space that will allow the proposed school to fulfill its mission. MCSII will also research private facility options in District 1.

Through this application, MCS is seeking to replicate its existing elementary school program, creating a new site called Manhattan Charter School II that is overseen by the same board of trustees. It is our understanding that the law in this area is new, and its practical applications are still being interpreted. If in the process of applying that law it becomes clear to CSI that aspects of this application need to be amended, we are happy to do so, and will take your lead in this regard.

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Applicants and Founding Group

(a) Applicant Information

On behalf of the Board of Manhattan Charter School (for the purposes of this application referred to as Manhattan Charter School I or MCSI), Board Chair Paul T. O’Neill, Manhattan Charter School I Principal Genie DePolo and Manhattan Charter School I Business Director Stephanie Mauterstock, submit this proposal which seeks to open a second Manhattan Charter School site (MCSII). Paul O’Neill is an attorney who focuses his practice and scholarship on education law, with a particular focus on charter school and special education. A practitioner, author and professor, he is well known in the charter school community and is a community resident. Genie DePolo has been the Principal of Manhattan Charter School since 2007 as has over 25 years experience in school administration, teaching and education reform. She submits this application as a school administrator and community resident. Stephanie Mauterstock has been the Business Director of Manhattan Charter School I since 2007 and has 10 years experience in education, the majority of it working with charter schools nationally. She submits this application as a school administrator and community resident.

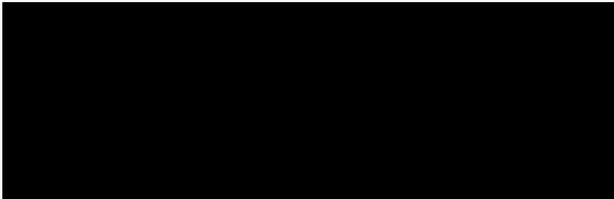
Manhattan Charter School I is a small, personal, public charter school that delivers rigorous, standards-driven instruction and fosters a culture of high expectations. Manhattan Charter School I is committed to providing every child with the tools and support necessary for success. To that end, MCSI believes in educating the whole child with a well-rounded liberal arts program beginning in kindergarten. This contributes to the academic success of MCSI students, and, more importantly, to their development in general. MCSI maintains its commitment to offering music every day to every child. Other enrichment instruction includes French, Art and Physical Education, all beginning in kindergarten. MCSI has developed a nurturing, strong culture of achievement and academic rigor, and has assembled a first rate leadership team, faculty and Board.

These factors have led to consistently high-achieving, well-rounded students. In 2010, the year when New York State dramatically increased the bar for proficiency on the state tests, 58% of MCSI students met or exceeded standards in ELA, and **69%** in Math, outperforming District 1 students in ELA by 10.3% and in Math by 9.7%. Serving a population that is 98% minority, 78% eligible for free or reduced price lunch, and 14% identified as special education, MCSI reflects the diversity of the district and is building a record of closing the achievement gap. In 2009, 90% of third graders and 94.4% of fourth graders passed the New York State standardized test in English Language Arts, out-performing their peers in District 1 and New York City as a whole. In 2008, 100% of Manhattan Charter School I’s third graders passed both the English Language Arts and Math exams. MCSII seeks to expand on this work.

On the strength of its record of achievement and potential for continuing growth, MCSI seeks to expand its capacity to serve additional children and families in District 1. It seeks an additional charter to open a second site, which will replicate the K-5 model in place at Manhattan Charter School I’s original site.

Attachment 1 – Applicants and Founding Group

Paul T. O’Neill Contact Information



(b) Founding Group Members

All of the founding group members have been responsible for the academic success and operation of Manhattan Charter School I. Paul O’Neill and Ira Greenberg have advised the School since its initial charter was granted, and MCS has added board members with diverse strengths since that time. MCS Board Members have expertise in education, finance, law, development, and fundraising. The bios of each member below detail each board member’s expertise and contribution to the proposal to open MCSII.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Paul O’Neill	Relevant experience includes charter school authorizing, charter school founder, general counsel at EMO, founder of education services organization, national expert on charter schools and special education. For this proposal, Paul served as a legal adviser on NYS charter law and liaised with CSI General Counsel on new law provisions for replication.	Board Chair
Ira Greenberg	Founding board member of Manhattan Charter School. Ira provided finance and budget advisement on the application.	Board Chair of Finance Committee
Jessica Aronin	Former Director of Development at independent school. Jessica will assist with meeting fundraising targets outlined in the budget.	Board Member
Ben Breen	Musician who contributes to MCS’s commitment of offering music every day. Ben contributed to this proposal through his vision to expand the offering of MCS and rich music programming to more students.	Board Member
Joy Daley	Experienced NYC DOE educator with over 25 years experience, now a	Board Member of Education Committee

Attachment 1 – Applicants and Founding Group

	network leader in the Bronx. Joy assisted with strategic planning and organizational design for the proposal.	
Genie DePolo	Experienced school administrator, special educator, school reformer. Genie provided the program design, growth plan design, and curriculum design for the proposal.	Chief Academic Officer
Stephanie Mauterstock	Experienced in all aspects of charter school management and operations. Stephanie served as the primary writer and proposal coordinator.	Chief Operations Officer

(c) Biographical statements

Jessica Aronin

Board Member

Joining MCS in 2009, Jessica Aronin brings a strong background in fundraising and development to the Board of Trustees. Currently the Campaign Director at Baruch College of the City University of New York, Ms. Aronin solicits major gifts and stewards relationship with a vast roster of donors. Furthermore, as the former Director of Development at the East Harlem School, Ms. Aronin is well-versed in the development of educational institutions.

Ben Breen

Board Member

A member of the Manhattan Charter School I board since 2009 and is a founding member of Manhattan Charter School II. Benjamin Breen is an Australian born violinist and made his New York recital debut at Weill Recital Hall at Carnegie Hall in 1993. He has since toured in Australia, Europe, the United States and Japan, receiving critical acclaim as soloist with orchestra, in recital as chamber musician and recording artist.

Joy Elaine Daley

Board Member, Chair of the Education Committee

Joining MCS in 2009, Joy Elaine Daley contributes years of experience as a teacher, principal and now oversees a network of NYC public school leaders. From Jamaica to the Bronx, primary school to college, Ms. Daley has served diverse student populations. In addition to her passion for education, Ms. Daley has been an active member of the community service-oriented Alpha Kappa Alpha Sorority since 1985.

Genie DePolo

Co-leader and Principal

Genie DePolo has over 25 years of educational experience in the classroom, as an administrator, and school reformer. Prior to joining Manhattan Charter School, Ms. DePolo was a Site Manager for Modern Red SchoolHouse Institute, a comprehensive school reform model. In addition to her experience as an Assistant Principal of Special Education, a Dean of Special Education, a

Attachment 1 – Applicants and Founding Group

classroom teacher, and a curriculum developer for the New York City Board of Education, Ms. DePolo serves as Adjunct Instructor at Mercy College providing courses in the History of Education in America, Special Education Pedagogical Strategies, and Special Education from the Federal and State Perspective. Ms. DePolo received a Bachelor of Arts degree in history and sociology; a Master of Science in recreation; and a Master of Science in special education from the Herbert H. Lehman College of the City University of New York. She has also received a Professional Diploma in Supervision and Administration from the College of New Rochelle.

Ira Greenberg

Board Member, Chair of the Finance Committee

As a founding board member of MCS, Ira Greenberg is the Managing Director of Northwinds Advisors LLC, a Broker Dealer specializing in Renewable Energy. Mr. Greenberg is also with the Presidium Group of Companies, a NJ financial service firm. From 1991 - 2001 Mr. Greenberg was Managing Director of Institutional Sales for private New York and Florida boutique firms specializing in tax advantaged investments and hedging strategies. From 1986-1991 Mr. Greenberg was Chief Financial Officer of Richardson & Associates, a privately owned investment & merchant banking organization. Previously, from 1981-1986, Mr. Greenberg was a senior tax manager at various public accounting firms. Mr. Greenberg received a Bachelor's degree in accounting from the City University of New York- Baruch College, and became a certified public accountant in the state of New York in 1982.

Stephanie Mauterstock

Co-leader and Business Director

Stephanie Mauterstock is responsible for all non-instructional operations of the school including finance, human resources, compliance and communications. Previously, Ms. Mauterstock worked in strategy and marketing and as Grants Compliance Manager for Edison Schools as well as a Program Officer for the Asia and Middle East Fulbright Programs at the Institute of International Education. Ms. Mauterstock also specializes in federal and state education grants, particularly as applied to charter schools. She is a contributing author to the *No Child Left Behind Compliance Manual*, Second Edition (LRP Publications, 2007) and the *Charter School Law Deskbook*, Second Edition (Lexis Nexis Publications, 2009) and presents at state and national charter conferences.

Paul O'Neill

Board Member, Chair of the Board of Trustees

As an early advisor and board member at MCS, Paul T. O'Neill is an attorney who focuses his practice and scholarship on education law. He is President and Founder of Tugboat Education Services which provides regulatory assistance to education organizations. He was previously Of Counsel at Brustein & Manasevit, the national Washington D.C.-based education law firm and General Counsel of the Charter Schools Institute of the State University of New York, one of the leading charter school authorizers in the nation. Additionally, for eight years Mr. O'Neill has served on the adjunct faculty of Teachers College, Columbia University, where he teaches education law and policy courses, including "Designing Charter Schools." Mr. O'Neill received a B.A. from Oberlin College, an M.Ed. in Educational Administration from Teachers College, Columbia University, and a J.D. from the University of Virginia School of Law, and is the author of numerous scholarly and professional publications.

Attachment 1 – Applicants and Founding Group

(d) Founding Group Origin

The founding members of the proposed Manhattan Charter School II Board of Trustees have been working together for up to five years and are dedicated to the students and community of Manhattan Charter School I and the Lower East Side. They have worked to ensure that the current Manhattan Charter School I is achieving its mission through their own personal skill sets. They are dedicated to recruiting additional members and feel that their experience with the current Manhattan Charter School I will help them lead Manhattan Charter School II.

(e) Proposal Development

Given the demand for Manhattan Charter School, the leadership and Board have been discussing options for servicing more students over the past few years. They considered expansion of the current school by adding more classes to each grade, expansion to serve middle school and replication. They decided that elementary school is what they do well and that the small school size is a key design feature of Manhattan Charter School that allows it to achieve its mission. In 2010, the Board voted to serve more students by replicating the success they have already seen at Manhattan Charter School I with a new school, Manhattan Charter School II.

Manhattan Charter School applied for and received a five year renewal in July 2010. Given that the proposed school is a replication of Manhattan Charter School I, the renewal served as the backbone for this application. However, the RFP process established by SUNY CSI required the founding group to flesh out the organizational and educational design in a more comprehensive and robust way. The Board convened to discuss growth strategy, facilities, organizational design and selection of personnel of the new school. Paul O'Neill kept the Board up to date on his discussions with SUNY CSI and the State Education Department about their interpretations of the revisions of the charter law and how this may impact how Manhattan Charter School and the proposed school are organized. The writing of the application was led by Stephanie Mauterstock, who worked in close concert with Genie DePolo, the educational program expert, and Paul O'Neill. The Board convened again before the submission to discuss the organizational design, voted to establish a separate 501c3 for the purposes of fundraising for the proposed school, and held a meeting with the community about the application.

Attachment 02- Mission Statement

Mission

Manhattan Charter School II will prepare its students to achieve high academic levels in the four core academic subject areas and music, to communicate effectively in verbal, mathematical and musical languages, and to apply critical thinking processes and ethical standards to learning, living and problem solving.

Manhattan Charter School II will accomplish its Mission by offering a rigorous academic curriculum aligned with New York State Learning Standards and providing daily, standards-based, music instruction to every student. Manhattan Charter School II will develop in its students the core critical thinking skills of analysis, synthesis and the application of knowledge by embedding these into instruction in all subjects. Manhattan Charter School II will offer its educational program in an ethics-centered environment that requires and rewards honesty, integrity, trust and respect, and reflects the diversities of New York City.

Attachment 03- Enrollment

Enrollment

(a) Enrollment Plan

Grades	Ages	Number of Students				
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
K	5 by Dec. 1 st , - 6	48	48	48	48	48
1	6 - 7	24	48	48	48	48
2	7 - 8		24	48	48	48
3	8 - 9			24	46	46
4	8 - 10				22	43
5	9 - 11					20
6	N/A					
7	N/A					
8	N/A					
9	N/A					
10	N/A					
11	N/A					
12	N/A					
Ungraded	N/A					
Total Students		72	120	168	212	253
Classes Per Grade		K - 2, 1 st - 1	K&1 st - 2, 2 nd - 1	K-2 nd - 2, 3 rd - 1	K- 3 rd - 2 4 th - 1	K-4 th - 2, 5 th - 1

Attachment 03- Enrollment

Grades	Ages	Number of Students				
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Average Number of Students Per Class		24	24	24	24	23

(b) Enrollment Rationale

Manhattan Charter School II will be a replication of Manhattan Charter School I. The rationale behind opening in the fall of 2012 with two Kindergarten classes and one first grade class with each class serving a maximum of 24 students is based on the growth pattern of Manhattan Charter School I. We are proposing to again follow this conservative growth plan at MCSII. MCSI seeks to replicate because we have seen significantly more demand in District 1 for seats at MCSI than we have available. Our wait list for K and 1st grades continues to grow rapidly each year. In the 2009-2010 school year, only 22% of all applicants were able to enroll in MCSI and during the 2010-2011 school year, that number dropped to 17%. As of today, MCSI already has three times the applications for the 2011-2012 school year than it has spots available.

Manhattan Charter School II, following its first year, will grow by an additional two Kindergarten classes each year. Should there be attrition in K-2, we will backfill any open seats. We expect and have accounted for attrition in grades 3-5 at a rate of 10% or less each year. MCSII will not be enrolling new students to fill spots of students left in these grades. We have based these decisions on our current experiences at Manhattan Charter School I.

(c) Ultimate Enrollment Plan

Manhattan Charter School II will have enrolled 92% of its ultimate enrollment plan in Year 5, 2016-2017 with the goal of 100% enrollment (274 students) by Year 6, 2017-2018.

(d) Collective Bargaining Waiver

Manhattan Charter School II is not planning on and will not enroll more than 250 students at any point during the first two years of operation. Therefore, we are not requesting a waiver from any existing collective bargaining organizations in CSD 1, as it does not apply to us.

Community Need and Impact

(a, b & d) Community Description, Target Population, & Programmatic Impact

Manhattan Charter School II proposes to be located in District 1, as is Manhattan Charter School I. Manhattan Charter School I has been serving the Lower East Side since 2005, and has become an important part of the community.

Manhattan Charter School II will be open to all students living in New York City, but will give admissions preference to students in District 1, where it is located. The **demographic makeup** of District 1 is as follows¹: White: 14%, Hispanic: 47%, Black: 19%, Asian and Pacific Islander: 20%, Other: 1%. The district is 12% ELL and 70% of students are eligible for free or reduced price lunch.

Local District 1 traditional public schools and grade configurations are as follows: five high schools, two middle schools, five elementary schools, and six combination schools (K-8, 6-12, or K-12). In 2008-9, the latest statistics available, these schools served 11,857 students, 5,063 of whom were in grades K-5. The majority of District 1 schools on the Lower East Side provide a traditional education, while District 1 Schools above Houston Street (in the East Village) include more progressive options. MCSII seeks to replicate the educational program of MCSI which offers students a structured environment, an arts and culture-rich educational program, and a pedagogical approach focused on increasing teacher effectiveness and supported by performance pay for teachers of which MCSI is the only type of **educational offering** in District 1. There are few quality elementary programs offered in District 1 and beginning Fall 2011 there will be only one other charter school. Girls' Prep Charter is located in District 1, but in the East Village and next year will relocate farther north to 11th Street. Girls' Prep also does not serve boys. Manhattan Charter School I will be the sole charter school located in the Lower East Side and is passionate about expanding its services to this community.

In its first year, MCSII will serve 72 students and at full capacity, 274 students. MCSII will have a low **programmatic impact** on traditional District 1 schools, enrolling at a maximum 5% of District 1 students if all students who enroll at MCSII reside in District 1. Additionally, MCSII will follow the example of MCSI, a charter school which is a model for good co-location. The DOE has recommended to other schools the Building Council meeting process in place at 100 Attorney Street (where MCSI is located) because of the strong relationship between MCSI and PS 142. Together, the two schools have collaborated on capital improvements, hosted international visitors, and co-written grant proposals.

The success of MCSI in serving the Lower East Side community is the **rationale** for seeking an additional charter to serve more students. MCSI has been highly effective in improving student performance, and enrollment is in high demand. (See "Need for MCSII," below.)

¹ The demographic data for District 1 is based on information from the New York State Report Card (the most recent available version is from 2008-9 and can be found here: <https://www.nystart.gov/publicweb-rc/2009/da/AOR-2009-310100010000.pdf>).

Attachment 04 - Community Need and Impact

The **target population** of MCSII will be similar to the student body at MCSI, which reflects the diversity of the Lower East Side. The current 262 kindergarten through fifth grade students at MCSI are 98% minority. Specifically, they are 57% Hispanic, 33% African American, 5% Multi-racial, 2% Caucasian, 2% Asian, and 1% American Indian. They are 14% special education-identified, 0% English Language Learners and 78% qualify for free or reduced-price lunch, an indicator of poverty. The percentage of students eligible for free or reduced-price lunch at MCSI (78%) is slightly higher than the percentage of eligible District 1 students as a whole (70%), and indicates that Manhattan Charter School I serves a truly high-need population. MCSII expects student demographics to remain consistent in future years.

MCSI currently enrolls students who travel from all five boroughs of New York City to attend Manhattan Charter School I. Since the change to the New York State charter law which requires that New York City charter schools give preference to applicants from the Community School District where the school resides, and after MCSI implemented first preference for siblings of current students, 100% of MCSI's 2010-11 kindergarten class hails from District 1. MCSI interprets these shifting demographics coupled with the change to the charter law to mean that there is significant demand for MCSI in District 1.

c) Need for MCSII

The request for an additional charter is a response to demonstrated **need for the services** provided by Manhattan Charter School I. This need is attributed to the fact that MCSI is the only charter school on the Lower East Side and has been shown to have a significant educational benefit for its students. In 2009-10, MCS students outperformed district 1 students in ELA by 10.3% and in Math by 9.7%. In 2008-9, MCS students outperformed district 1 students in ELA by 21.2% and in Math by 10.6%.

MCSI's track record of high student achievement has led to high demand for enrollment in the school. For the 2010-11 school year, MCSI received 393 applications for 51 available spots, 340 more than were available. This means that only 13% of applicants were able to be enrolled. Of the students admitted who were not siblings of enrolled students, to whom Manhattan Charter School I gives first preference, 100% were from District 1. MCSII, as a replication of MCSI, seeks to serve additional students on the Lower East Side where there is a need for high quality public schooling options. District 1 has high school graduation of 63%.

e) Five Percent Districts

Pursuant to state law, New York City is regarded as a single school district and is not a "five percent" district.

Attachment 04 – School District Approval

Request is not applicable.

Attachment 05 – Partner Letter of Intent

Request is not applicable.

Attachment 5 – Partner Organization

Request is not applicable.

Attachment 5 – Proof of Legal Status

Request is not applicable.

Attachment 05 - Proof of Tax Exempt Status

Request is not applicable.

Attachment 06 - Draft Management Contract

Request is not applicable.

Attachment 06 - Management Organization

Request is not applicable.

Attachment 06 - Prior Management Contracts

Request is not applicable.

Community Outreach

Manhattan Charter School II used mail, email, the internet, in person meetings, flyers and advertisements in local newspapers to inform stakeholders in the intended community about the proposed charter school. All materials distributed included information on the proposal and that input on the proposal could be submitted either in person at the community meeting held on February 17th or by mail or email. Copies of all materials are attached in Attachment 07 – Evidence of Community Outreach. Specifically:

- Mailed letters to all local politicians on Jan 28, 2011 including Speaker Sheldon Silver, Borough President Scott Stringer, Senator Malcolm Smith, Senator Daniel Squadron, Assemblyman Brian Kavanaugh, Council Member Margaret Chin, and Council Member Rosie Mendez
- Posted announcement on MCS website on Jan 28, 2011 and updated in February to reflect details of community meeting
- Communication to District 1 Superintendent by email and mail and to Principal of elementary school MCS co-locates with in person on February 9, 2011
- Meeting with board of MCS Family Association on February 10, 2011
- MCS Family Association distribution of flyers to the community February 10-17, 2011. Flyers were distributed to the following locations:

Community Centers:

Grand Street Settlement at 80 Pitt
Ryan Nena health center
Hester St. YMCA
Bowery YMCA
Chinatown Day Care Center on Division St.
Bellevue hospital

Public housing:

Lobbies of Gompers Houses (4 buildings)
Ryena, 227 and 228 East 3rd St
Each building in the Lillian Wald Housing projects
Wald Houses (10 buildings plus the two Head Start/ day care centers at Wald Houses)
Pueblo Nuevo
Brachetti Plaza

Community businesses:

Berkli Parc Coffee shop
Starbucks
Rite-Aid on Grand St.
4 Corners of Broome /Clinton
FineFare Supermarket
Citibank
Roots & Vines Coffee Shop
The Donut Plant

Attachment 07(a-c) - Proposal History

Kossar Bagels
Shalom Chai Restaurant
Corners Essex/Grand

Neighborhood outdoor posting:

Grand/Allen Street
Grand/Delancey Sts
Orchard/Delancey Sts
Ludlow/Delancey Sts
Essex/Delancey Sts
Essex Street Market
Norfolk /Delancey Sts
Suffolk/Delancey Sts
Clinton/Delancey Sts.
Lobby 410 Grand St
Lobby 45 Allen Street

- Meeting notice advertised in East Villager (free local paper for East Village and Lower East side, inclusive of District 1) February 10-17, 2011
- Phone conversation with the Community Education Council President for District 1 and distribution of flyer on February 11, 2011
- Community Meeting held in MCS auditorium February 17th from 6:30-7:30 pm. There were 113 individuals in attendance at the public meeting. Eleven individuals elected to sign up to speak. They were called forward in order of the sign-up sheet and were each allotted three minutes to speak. All comments were in support of Manhattan Charter School II.
- Four letters of written feedback in support of Manhattan Charter School II were received in response to community engagement, attached to this document.

All notices include the following information:

Manhattan Charter School's Board of Trustees will be submitting an application to the SUNY Trustees to open **a new charter school in lower Manhattan**. The proposed charter school will serve grades K-5, have a target population similar to the population currently served by MCS and have an enrollment of 72 in year one and 274 at full capacity. The proposed school will replicate the academic program of MCS and the mission of the proposed school will be the same. To hear comments or questions from the community, an **open public meeting** will be held on **February 17, 2011 at 6:30 PM** in the auditorium of MCS at 100 Attorney Street, New York, NY.

Comments may also be submitted via email at manhattancharterschool2@gmail.com or in writing to Manhattan Charter School II (Proposed), 100 Attorney Street, New York New York 10002.

In undertaking this community outreach, the School ensured the community was informed of the proposed school with sufficient time to respond, developing a process by which the community had meaningful opportunities for input which would be incorporated into the application.

Withdrawn or Rejected SUNY Proposals

Manhattan Charter School applied and withdrew an application to SUNY in 2004. The applicant group instead submitted to the New York City Department of Education and was granted a charter.

Previous Submissions and/or Submissions to Other Authorizers

Manhattan Charter School was granted a charter by the New York City Department of Education July 2004 and opened Manhattan Charter School fall 2005. Manhattan Charter School applied for charter renewal to the New York City Department of Education and was granted a full, five year renewal July 2010.



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

District Office
237 1st Avenue Room 407
New York, NY 10003

Dear Assemblyman Kavanagh,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

Manhattan Charter School is demonstrating that all children, regardless of race or economic status, can succeed when given equal access to quality education. In 2008, 100% of students met or exceeded standards the English Language Arts (ELA) and Math exams. On the 2009 exams, 91% of MCS met or exceeded standards in ELA, and 98% in Math. In 2010, the year when New York State dramatically increased the bar for proficiency on the state tests, 58% of MCS students met or exceeded standards in ELA, and 69% in Math. Every year and in every subject, MCS has surpassed the average levels of proficiency achieved by the district where MCS is located for the same grades. MCS is building a record of closing the achievement gap.

MCS also demonstrated operational and financial success in the first term of its charter. The School is financially sustainable and operates solely on the pupil funding received from the NYC DOE. The School has complied with all applicable financial, legal and reporting requirements and has had clean audits every single year. In July 2010, the New York City Department of Education awarded Manhattan Charter School a full, five year charter renewal.

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The Manhattan Charter School will prepare its students to achieve high academic levels in the four core academic subject areas and music, to communicate effectively in verbal, mathematical and musical languages, and to apply critical thinking processes and ethical standards to learning, living and problem solving.

We welcome any comments or questions you may have. Please feel free to contact us via email at ManhattanCharterSchool2@gmail.com or in writing to Manhattan Charter School 2 (Proposed), 100 Attorney Street, New York New York 10002.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sonia Park'.

Sonia Park
Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

District Office
401 Broadway Suite 1901
New York, NY 10013

Dear Senator Squadron,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink that reads 'Sonia Park'. The signature is fluid and cursive.

Sonia Park
Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

District Office 1
205-19 Linden Boulevard
St. Albans, NY 11412

Dear Senator Smith,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink, appearing to read 'Sonia Park', written over a white background.

Sonia Park
Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

District Office Chatham Green
165 Park Row, suite #11
New York, NY 10038

Dear Council Member Chin,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink, appearing to read 'Sonia Park', written over a white background.

Sonia Park

Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

Legislative Office
250 Broadway Room 1734
New York, NY 10007

Dear Council Member Mendez,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely

A handwritten signature in black ink, appearing to read 'Sonia Park', written over a horizontal line.

Sonia Park

Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

Office of Manhattan Borough President
1 Centre Street, 19th Floor
New York, NY 10007

Dear Borough President Stringer,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink that reads 'Sonia Park'.

Sonia Park

Trustee and Parent at Manhattan Charter School



Manhattan Charter School
100 Attorney Street, New York, NY 10002
(212) 533-2743

January 28, 2011

District Office
250 Broadway Suite 2307
New York, NY 10007

Dear Assemblyman Silver,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink, appearing to read 'Sonia Park', written over a white background.

Sonia Park
Trustee and Parent at Manhattan Charter School



Manhattan Charter School

100 Attorney Street, New York, NY 10002
(212) 533-2743

February 10, 2011

District 1
220 Henry St., Room 134
New York, NY 10002

Dear Superintendent Phillips,

Manhattan Charter School (MCS or the School) is a small, independent public elementary school in the heart of the Lower East Side. Operating as a 501c3 nonprofit organization, it has been consistently high-achieving since its founding in 2005. The majority of MCS's 270 students are minority, live in the neighborhood, and are demographically representative of the District 1 and NYC public school students as a whole. Specifically, 80% of MCS's students qualify for free and reduced priced lunches and 18% are identified as special education. Some come from Spanish-speaking homes, others travel from communities across the City, and all have parents actively seeking the best education option for their children who chose to apply for admission, which is determined via lottery.

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Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie Mauterstock', is written over a large, stylized scribble.

Stephanie Mauterstock
C-Director at Manhattan Charter School

The screenshot shows a web browser window with the address bar displaying <http://www.manhattancharterschool.org/news-events/>. The browser's toolbar includes various icons for navigation and utility. The main content area features a calendar for the month of May, with the following entries:

April 18-26	Spring Recess – No School
May 4	Half DayParent Teacher Conference by appointment
May 18	Half Day
May 30	Memorial Day – No School
June 8	Half Day
June 17	Last Day of School for all students

Below the calendar is a section titled "Manhattan Charter School Proposes to Replicate". The text reads:

Manhattan Charter School's Board of Trustees will be submitting an application to the SUNY Trustees to open a new charter school in lower Manhattan. The proposed charter school will serve grades K-5, have a target population similar to the population currently served by Manhattan Charter School and have an enrollment of 274 at full capacity. The proposed school will replicate the academic program that has been so successful at MCS and the mission of the school will be the same:

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There will be a public meeting on February 17, 2011 at 6:30 PM in the auditorium of Manhattan Charter School to hear community input on the proposal to open a new charter school in lower Manhattan.

We welcome any comments or questions you may have. Please feel free to contact us via email at ManhattanCharterSchool2@gmail.com or in writing to Manhattan Charter School II (Proposed), 100 Attorney Street, New York New York 10002.

[back to top](#)

PUBLIC MEETING

on February 17, 2011

**To hear community input on proposal
to open a new charter school in lower Manhattan**

Re: Manhattan Charter School's Board of Trustees will submit to SUNY Trustees to open a **new charter school in lower Manhattan**. At the meeting, the Board will share their vision for the proposed school and the community will have an opportunity to provide feedback.

When: **February 17, 2011 at 6:30 PM.** An **open public meeting** will be held on in the auditorium of Manhattan Charter School at 100 Attorney Street, New York, NY to hear comments or questions from the community.

Proposal Details:

The proposed charter school will serve grades K-5, have a target population similar to the population currently served by Manhattan Charter School where 80% of students qualify for free or reduced price lunch and 18% are identified as special education. The proposed school will have an enrollment of 72 students in year one and 274 students at full capacity. The proposed school will replicate the academic program of Manhattan Charter School and the mission of the proposed school will be the same:

The Manhattan Charter School will prepare its students to achieve high academic levels in the four core academic subject areas and music, to communicate effectively in verbal, mathematical and musical languages, and to apply critical thinking processes and ethical standards to learning, living and problem solving.

Comments may also be submitted via email at manhattancharterschool2@gmail.com or in writing to Manhattan Charter School II (Proposed), 100 Attorney Street, New York New York 10002.



SCOOPY'S NOTEBOOK

THE NEW YORK STATE BAR ASSOCIATION has announced that it will be holding a series of seminars for judges and lawyers in the state of New York. The seminars will be held in the state of New York and will cover a variety of topics including the latest developments in the law, the state of the economy, and the impact of technology on the legal profession. The seminars will be held in the state of New York and will cover a variety of topics including the latest developments in the law, the state of the economy, and the impact of technology on the legal profession.



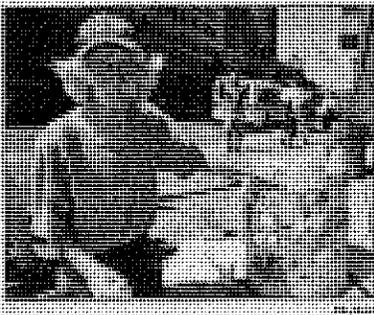
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Mr. [Name]

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Massachusetts Chamber of Commerce
 Meeting on February 17, 2013
 The Massachusetts Chamber of Commerce is pleased to announce that it will be holding a series of seminars for judges and lawyers in the state of Massachusetts. The seminars will be held in the state of Massachusetts and will cover a variety of topics including the latest developments in the law, the state of the economy, and the impact of technology on the legal profession. The seminars will be held in the state of Massachusetts and will cover a variety of topics including the latest developments in the law, the state of the economy, and the impact of technology on the legal profession.

Villa Mascaia Restaurant
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Key Design Elements

Manhattan Charter School II will replicate the successful educational model developed at Manhattan Charter School I, and will be committed to providing an arts- and culture-rich educational program to all students in kindergarten through fifth grade. Programming will be aligned with content across the four core subjects and reinforced through **inquiry and experiential learning** in the community and field trips throughout New York City. This alignment and commitment to inquiry and experience based learning is included in the curriculum at all grade levels.

Educational Program

The students of MCSII will receive instruction in English language arts, mathematics, science, humanities, music, French, art, health, and physical education. The curricula of all core and enrichment subjects at MCSII will be aligned to the New York State standards and performance indicators, as evidenced in the attached Curriculum to Standards Crosswalks (Attachment 10(b)).

Daily **literacy instruction** will encompass reading, writing, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literacy period will include time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques will be used to teach spelling and decoding. Students in K-5 will be taught specific reading skills and metacognitive strategies which will enable them to construct meaning from both literary and non-fiction texts in all content areas. Students will also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program will be uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students will build writing portfolios that exemplify all steps of the writing process for review and support. Students will participate in writing interviews and conferences weekly, and will be encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition will serve as mentors to our writers and readers. Mentor texts will be used daily as source of discussion and inspiration, and teachers will coach students to emulate the works they love.

As part of their daily **math instruction**, MCSII students will read, write and discuss mathematics. Instruction will encompass both the New York State content and process strands for each grade level. Problem solving will be emphasized in mathematics, as MCSII students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students will experience rigorous teaching and scaffolding of mathematical thinking processes. MCSII students will learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups will provide differentiated instruction for advanced mathematical conversation, and will reinforce foundational concepts for students. Students will also make conjectures and discuss the validity of those conjectures.

Attachment 8(a) – Key Design Elements

Science instruction will emphasize scientific inquiry and student investigation of scientific concepts. Students will use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCSII students will explore key scientific concepts and principles in the physical and life sciences. MCSII will be committed to establishing a foundation of scientific literacy for every student, advancing ideas that will prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses. MCSII students will be given feedback on their performance in science with a series of assessment forms and will participate in individual student interviews, portfolio assessments, summative and embedded formative assessments. MCSII students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, will be motivated to exceed societal expectations for the next generation of citizens.

Humanities instruction will encompass the ten thematic strands of social studies, as defined by the National Council for the Social Studies: Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; and Civic Ideals and Practices. Humanities instruction in the primary grades will begin with a study of self, family, and local community, and will broaden in the upper grades to encompass economics, geography, history, and state, national, and global politics. Each NYS Standard-aligned humanities unit will be designed to increase students' sensitivity to important social issues and their own social responsibilities.

The humanities curriculum at Manhattan Charter School II will also emphasize **connections between the classroom and community** through units of study that examine the community of the Lower East Side, immigration to New York City, and the Harlem Renaissance. MCSII students will engage in authentic learning experiences that foster shared citizenship responsibilities with our Lower East Side community workers. Students will visit local museums, theaters, and libraries, and will conduct interviews with artists in residence, senior citizens, musicians, actors, local entrepreneurs, restaurateurs, librarians, Essex Street market vendors, farmers' market vendors, police officers, fire fighters and medical workers. As part of the humanities units of study, students will also take guided **community walks** on the Lower East Side and **community fieldtrips** throughout New York City.

MCSII students will engage in a variety of patriotic studies that focus on the nurturing of **good citizenship**. Students will research and visit famous American landmarks within and around the city, and will conduct research using multiple authentic mediums. Students will explore books, periodicals, maps, newspapers, photos, music, brochures, curricular, advertisements, maps, websites, art and artifacts, supplementing their interdisciplinary experience and helping them form a holistic view of the themes being introduced. Students will gain confidence in their humanities study with the model of frequent and objective teacher feedback. Students will participate in embedded formative assessment as well as a culminating performance assessment

Attachment 8(a) – Key Design Elements

at the completion of the study. Students will communicate the importance and relevance of their research through performance assessments, created collaboratively within the classroom.

At Manhattan Charter School II, music will be considered the “fifth core discipline.” All students receive **music instruction each day** from highly-trained music teachers. Music instruction at MCSII will be provided through a comprehensive program that develops the whole child musician. The K-5 music program will be designed to reinforce, develop, and **enhance all areas of learning**, including reasoning, information processing, memory, and other cognitive skills. Specific musical skills such as singing, listening, instrument playing, tone matching, theory, history, developing a repertoire of music and performance will be part of the overall music learning experience. All students will learn to read and write music, improvise melodies, variations, and accompaniments, and perform music. MCSII students will be given the opportunity to perform both published and original compositions before audiences, attend musical performances in a variety of musical genres, and learn about music from diverse cultures and periods in history.

MCSII’s commitment to offering a rich and diverse educational experience will extend beyond music education. **Other enrichment instruction** will include French, art, and physical education, all beginning in kindergarten when the school is at scale, and health education for upper grades. The curriculum for each of these subjects will be aligned to the state standards, as evidenced in the Curriculum to Standards Crosswalks (Attachment 10(b)).

Following the example set by MCSI, MCSII will apply for accreditation from the **International Baccalaureate Primary Years Program**. MCSI is the first charter school in New York City to apply to the International Baccalaureate Primary Years Program for accreditation.

Extended Day/Extended Year Programs

In order to deliver the comprehensive content offering of MCSII, the school will implement a **longer school day**. School arrivals will begin at 7:45 am with instruction underway at 8:15 pm and dismissal at 3:30 pm for kindergarten through second grade. Third through fifth grade will have continued **extended day offerings** in the form of small group instruction for students at risk of not meeting state standards. This extended day program will be differentiated based on skill and student need. For students who demonstrate interest, ability, and meet academic benchmarks, specialized extended day programs will be offered in music study. Students may join a select Chorus, the Brass Band, or both. Brass Band and Chorus will be offered two days a week each until 5:30 pm. For third through fifth grade, small group academic instruction will be offered four days a week until 4:30 pm. An afterschool program will be provided by the YMCA, Chinatown branch, and will be available to all kindergarten through fifth grade students.

MCSI has noticed that, for incoming kindergarteners, baseline assessment results on both norm and criterion referenced assessments have been steadily declining since 2007, indicating that each subsequent cohort of students begins elementary school with fewer kindergarten readiness skills in place. As it seeks to serve the same demographic and geographic population as MCSI, MCSII will address this need by offering an **extended year program for kindergarten** students. Kindergarteners will take part in six weeks of summer school prior to the first day of school.

Attachment 8(a) – Key Design Elements

The program will include baseline assessment of students upon enrollment, enabling teachers to meet individual student needs based on assessment data. The program will be based on research best practices and will be customized to meet the needs of emerging kindergarten students. The goal will be to expose students to teaching strategies that will help them become successful learners in the years ahead. Instructional strategies will revolve around baseline assessment, selected curriculum, a student daily portfolio log, explicit instruction, and individualization through multiple levels of scaffolding. Upon enrollment into the program, families will be encouraged to participate in a series of weekly seminars on best practices, including materials and strategies for turn-keying the processes at home. Seminars will be multidisciplinary and will include a tour of important sites available for child development on the Lower East Side and wider community.

Response to Intervention

In addition to extended day and extended year programs for kindergarten and third through fifth grade students, **all instructional staff at MCSII will implement a 3-Tier Response-to-Intervention model** to identify and quickly respond to the needs of students struggling to make appropriate academic gains. In addition to providing formal training, the Special Education and Interventional Specialist will work with classroom staff to identify academic and management strategies promote student success in the classroom. If a student continues to fall significantly behind peers despite attempted interventions, he /she may receive 3-5 periods of small group academic intervention in a separate location to address academic areas of need. The school intervention team will then meet to discuss student progress as a result of regular classroom instruction and in-class remedial intervention, and will include parents in the discussion. Data will be reviewed to determine the effectiveness of Tier 1 and 2 interventions and to determine whether additional services are required for adequate academic progress. Should the parent and school decide that the targeted instruction has not been as effective as planned, discussion may ensue about referral to special education. The school will provide both push in and pull out Academic Intervention Services and SETTS, and will contract with the district to meet the Speech and Language, Counseling, Occupational Therapy and Physical Therapy needs of students until part time staff in Counseling and Speech and Language are brought on as outlined in the budget.

Size, Population and Location

Manhattan Charter School II will be a replication of Manhattan Charter School I. Like Manhattan Charter School I, Manhattan Charter School II will be a small, independent public elementary school whose intent is to be located in District 1 in New York City. At full capacity after six years, MCSII will serve 274 students in grades K through 5. MCSII will be a reflection of the diversity of CSD 1, recruiting for and serving students with demographics similar to those currently enrolled at MCSI, as well as NYS public school students as a whole.

MCSI attributes much of its success to its small school size, which ensures an intimate school culture where every teacher knows every child and the principal knows every child and his/her parents. At MCSI, small school size has had a profound impact in creating a school culture where students and family feel a sense of community and family. Additionally, the small staff

Attachment 8(a) – Key Design Elements

size promotes a strong sense of community and collaborative environment among staff. Seeking to replicate the model and culture of MCSI, MCSII believes that a small, collaborative school culture will allow its pedagogical approaches to flourish.

Teacher Effectiveness

MCSII believes **teacher quality and effectiveness is the key to high student achievement**, and that stringent application of the educational program alone will not produce consistently strong student academic results. MCSII will be, therefore, focused on cultivating a rich instructional culture. The school will invest heavily in developing high-performing, effective teachers, and will call on those teachers to provide dynamic, creative and highly effective instruction, rather than simply following a scripted or direct instruction model. Specifically, **to drive teacher quality and effectiveness, MCSII will invest in:**

- **Providing teachers cutting edge tools to manage curriculum and assessment data.** MCSII teachers will use Performance PLUS software to write and store curriculum core maps, units of instruction and lesson plans as well as all assessment data. This system will allow teachers to look at curriculum and assessment data side by side to analyze the effectiveness of instruction and make plans for retooling lessons.
- **Continual teacher training on how to use data to inform instruction.** In addition to robust content area training, MCSII teachers will receive training on gathering, analyzing and using data to drive instruction to meet the needs of all students. Through training provided by TERC, MCSII will develop expertise in looking at data. When data analysis reveals weaknesses in certain content areas or for particular grades or subgroups, the School will use a data inquiry protocol to drill down, deconstruct test items and identify the source of the problem, which could be curricular, programmatic or instructional. This is an advanced skill that has helped MCSI build on what works and shed methods or techniques that have proven less effective.
- Critical Friends is a **teacher network that promotes the sharing of expertise and best practices**, promotes conversations about future growth, ends privatizing of work and promotes innovative thinking. MCSII will implement a Critical Friends Group that uses a Peer Review protocol to **collaboratively evaluate the effectiveness of instructional strategies used** to engage students in meeting their goals. Using the Peer Review protocol, teachers will review student work samples across grade levels and content areas and, as a group, will evaluate whether the lesson is aligned to learning standards and whether instruction is intellectually challenging and appropriate for the full range of students served. Peer Reviews will be created and presented in a collaborative process with the teacher-leader/Peer Review Coordinator and Critical Friends Coach. Teachers will be able to collaborate over student work and facilitate structured professional dialog. The Critical Friends Group will bring to leadership the professional development needs of the teacher community discovered during the Peer Review process.

In addition, MCSII will implement a **performance-based accountability system**, and will be held accountable for meeting measurable student achievement results. MCSII will implement the Performance-Based Compensation System developed and refined by MCSI, which uses a

Attachment 8(a) – Key Design Elements

transparent rubric to set school-wide goals and individual growth targets for each student, then supports target achievement through development of individual professional development plans for teachers based on meeting those targets. Performance pay is awarded when targets are met.

Organizational Design

MCSII's primary focus at all times will be student achievement. The organizational structure and budget, generous with instructional resources and lean on operations, supports this focus. The co-leader model is instrumental in the design of MCSII. It allows the Principal to focus solely on instruction, to the extent feasible, with the Business Director assuming all finance, human resources, facility and operations responsibilities. The shared goal of the co-leaders will be student achievement. The result will be an organization which is agile and quick to respond, allocating resources as necessary when needs are identified. While adhering to its internal controls, the Board supports the day to day decision making of the co-leaders and will remain focused on steering the organization and monitoring progress towards achievement of charter goals.

Progress towards meeting individual student goals and schoolwide goals will be closely monitored by the School's Board. MCSII has developed an accountability dashboard that MCSII leadership will provide to MCSII's Board in advance of each Board meeting, and which the Board will use to evaluate MCSII's progress towards meeting academic, operational and financial goals. As MCSII proposes to have the same Board as MCSI, all proposed Board members are trained to understand the assessments used by the school, and have at least one year of experience using the dashboard. Two members have four years of experience.

Academic Program

(b) Rationale and Supporting Research/Evidence

Manhattan Charter School II (the Proposed School) will replicate the program, best practices and educational design proven successful by the current Manhattan Charter School I (MCSI) to achieve the proposed school's mission of increasing student achievement and decreasing student achievement gaps. The educational program of the current Manhattan Charter School I is based on the research of academics, scientists, and educators. The School's demographics reflect those of District 1, specifically serving a population that is 98% minority (57% Hispanic, 33% Black, 2% Asian, 1% American Indian, and 5% Multiracial). Of MCSI's 264 students, 18% are special education-identified, 0% are English Language Learners and 80% qualify for free or reduced-price lunch, an indicator of poverty. The Proposed School also seeks to be located in District 1 and anticipates serving a population with demographics similar to MCSI. MCSI and the Proposed School have plans to service English Language Learner students should they be identified. In the past three years, Manhattan Charter School I has demonstrated that all children, regardless of race or economic status, can succeed when given equal access to quality education. By implementing an already successful education program based upon the following best practices and supported by established research, Manhattan Charter School II will achieve its mission of increasing student achievement and decreasing achievement gaps.

First, the School has found teacher quality and effectiveness is the key to high student achievement, as proven by Hanushek's study of the value added of teachers. This study combines information about teacher effectiveness with the economic impact of higher achievement to show how teacher effectiveness has a significant impact on economic outcomes (Hanushek, 2011). This study states:

A teacher one standard deviation above the mean effectiveness annually generates marginal gains of over \$400,000 in present value of student future earnings with a class size of 20 and proportionately higher with larger class sizes. Alternatively, replacing the bottom 5-8 percent of teachers with average teachers could move the U.S. near the top of international math and science rankings with a present value of \$100 trillion.

Similarly, Zemelman, Daniels, and Hyde's widely-implemented research on the best practices for instruction as well as Marzano, Pickering, and Pollack's research-based strategies for instruction show the direct effects of exemplary instruction on student achievement (2005). Along with these studies, MCSI believes that stringent application of the educational program alone will not produce consistently strong student academic results. As Danielson's research on professional development (2007) shows, investing in teachers is the key to ensuring teacher effectiveness. The Proposed School will replicate the best practices of MCSI and focus on cultivating a rich instructional culture. Similar to MCSI, the Proposed School will invest heavily in developing high-performing, effective teachers and will call on those teachers to provide dynamic, creative and highly effective instruction, rather than simply following a scripted or direct instruction model.

Attachment 08(b) – Academic Program

Second, MCSI has found that an individualized approach to meeting all educational needs of students positively impacts student achievement. Torgesen’s study of reading failure in young children shows that early identification and prevention are essential to closing the achievement gap and students must be targeted individually (1998). Furthermore, Tomlinson’s research (1999; 2001) shows that obstacles to achievement disappear when educational climates are adapted to each student’s level and pace of learning, so differentiated instruction is essential to meeting the needs of all students and decreasing achievement gaps. As a result, MCSI teachers are and the teachers of the Proposed School will be trained on and committed to meeting the individual educational needs of all students. Each year, the Proposed School will assess students, set rigorous and reasonable individualized student growth targets, and develop teacher professional development plans to support target achievement.

Third, using data to inform instruction positively impacts student achievement, as supported by Lemov’s guide to proven teaching techniques which places data at the center of guiding achievement (2010), Bambrick-Santoyo’s guide to quality data-based methods as central to student success (2010), and Love’s conceptualization of the significance of data in driving achievement (2009). Teachers at the Proposed School will receive continual training on gathering, analyzing and using data to drive instruction to meet the needs of all students. Frequent assessment and analysis of data will maintain teacher accountability to leadership on making progress towards student goals.

Fourth, MCSI has found that collaboration and continuous improvement positively impacts student achievement, as supported by DuFour and Eaker’s study of best practices for enhancing student achievement through collaboration (1998) and Reeves’ 2009 study which provides evidence that collaboration and improvement is positive not only for educators’ performance but also for student performance. The Proposed School’s Board, leadership and staff will collaboratively solve problems and continually share best practices across the organization. Teachers will be an essential voice in the curriculum and instructional decision-making process, as well as in the development of their personal professional development plans. City and colleagues’ research (2009) develops a model inspired by the medical rounds model used by physicians, putting forth a new form of professional learning known as instructional rounds networks. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The Proposed School will replicate this model from MCSI in order to support collaboration as it impacts student achievement.

Fifth, offering an enriching liberal arts education program beginning in kindergarten positively impacts student achievement, and, more importantly, to their development in general. As supported by Finn and Chester’s argument for the value of liberal studies (2008), the leadership of MCSI has found there is great importance in students receiving an education that offers diverse opportunities for learning. The Proposed School will also offer music every day to every child. Learning to read music, performing before audiences, exposure to the music of many cultures, attending performances of a variety of musical genres, and music appreciation are only a few of the outcomes that contribute to a well rounded educational experience starting at Kindergarten. Research by Wetter, Koerner, and Shwaninger (2008) shows that musical training correlates with children’s better performance at school, and continuous musical training helps achieve and maintain school performance at a high level over time. Other enrichment instruction

Attachment 08(b) – Academic Program

at the Proposed School will include French, Art and Physical Education. French will begin in Kindergarten. Research indicates that the study of a foreign language demonstrates greater cognitive development, creativity, and divergent thinking, improves achievement on standardized assessment, and is an effective learning strategy for closing the achievement gap (Peckham, 2009).

Sixth, effective communication and transparency positively impacts student achievement. A study by Fung and colleagues at Harvard's Kennedy School of Government (2007) shows that transparency policies are a powerful tool for informing choices that in turn lead to improvements in practices and outcomes. Internally, effective communication and transparency improves MCSI's effectiveness in working together to service its students. Externally, effective communication and transparency serve to strengthen the MCSI's partnerships with students, parents, its charter authorizer, and other community based organizations that service its community, among others. Effective communication and transparency will be at the foundation of the Proposed School's approach.

In using these best practices, MCSI has closed the achievement gap and increased student achievement, as evidenced by the following results. In 2007-8, 100% of students passed the English Language Arts (ELA) and Math exams. No other charter school in New York State had those results. These exceeded the 2007-8 scores in the district where 61% passed the ELA exam, and 86% passed the math exam. On the 2008-9 exams, 91% of Manhattan Charter School I students met or exceeded standards in ELA, and 98% in Math. These scores exceeded the scores of our surrounding district of 70% and 87% respectively.

By ensuring the same elements of this proven educational program are in place, the Proposed School is confident in its ability to increase student achievement and close achievement gaps.

The following research supports MCSI's best practices:

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Attachment 08(c) - Statutory Purpose

Academic Program

Manhattan Charter School II will be committed to the furtherance of at least two purposes of the Charter Schools Act (Education Law § 2850(2)), namely:

1. Manhattan Charter School II will improve student learning and achievement.

Manhattan Charter School II will be a replication of the educational model in place at Manhattan Charter School I, which is committed to improving student learning and achievement. This is evidenced primarily by MCSI's performance on the NYS proficiency tests.

Generally, in 2008-9 and 2009-10, students at MCSI significantly outperformed their peers in *District 1*.¹

Grade	0809 ELA % Proficient			0910 ELA % Proficient			0809 Math % Proficient			0910 Math % Proficient		
	MCSI	Dist. 1	Change	MCSI	Dist. 1	Change	MCSI	Dist. 1	Change	MCSI	Dist. 1	Change
3	90	70.5	19.5	68.2	51.3	16.9	97	92	5	68.2	60	8.2
4	94	69.5	24.5	57.6	46.6	11	100	83	17	72.8	61.6	11.2
5	--	--	--	35.7	45.5	-9.8	--	--	--	64.3	58.7	5.6

In 2009-2010, MCSI outperformed *PS 142*, the DOE school with which it shares space at 100 Attorney Street.

	% Proficient		
	MCS I	PS 142	Gain
Grade 3 Math	68.2	52.9	15.3
Grade 4 Math	72.8	47.2	25.6
Grade 5 Math	64.3	45.9	18.4

	% Proficient		
	MCSI	PS 142	Gain
Grade 3 ELA	68.2	27.5	40.7
Grade 4 ELA	57.6	33.8	23.8
Grade 5 ELA	35.7	34.5	1.2

Statewide in 2009-10, MCSI students in grades 3 and 4 outperformed their peers.²

	% Proficient		
	MCS I	State	Gain
Grade 3 Math	68.2	59.1	9.1
Grade 4 Math	72.8	65.6	7.2

	% Proficient		
	MCSI	State	Gain
Grade 3 ELA	68.2	54.7	13.5
Grade 4 ELA	57.6	56.8	0.8

¹ Data is available here: <http://www.p12.nysed.gov/irs/pressRelease/20100728/>.

² Data is available here: http://www.oms.nysed.gov/press/PressConferencePresentationUPDATEDAM07_28.pdf. The cohort of fifth graders tested in 2009-10 consisted of only fifteen students.

Attachment 08(c) - Statutory Purpose

2. MCSII will have a performance-based, rather than a rule-based accountability system, and will be held accountable for meeting measurable student achievement results.

MCSI highly values student achievement, and its school culture is designed to support it. Measurable goals are a part of the MCSI charter, and MCSII's Draft Accountability Plan (Attachment 17(a)) likewise includes rigorous, measurable goals for student achievement.

Over the past three years, MCSI has participated in the Partnership for Innovation in Compensation for Charter Schools (PICCS). The Partnership for Innovation in Compensation for Charter Schools (PICCS) is a comprehensive program designed to recruit, retain, develop and reward top quality teachers and school leaders at charter schools. Led by the Center for Educational Innovation - Public Education Association (CEI-PEA), PICCS is funded through federal grants from the Teacher Incentive Fund program, which supports development of performance-based compensation systems to drive increases in student performance. Twenty-two public charter schools, located in New York City and Buffalo, form the PICCS partnership. More information about PICCS is available here:

http://piccs.org/documents/PBCP_Framework_020111.PDF

As part of its involvement with PICCS, MCSI has developed a Performance-Based Compensation System. MCSII will institute the same Performance-Based Compensation System, and funds have been budgeted for its implementation. MCSI's school community collaboratively decided upon the balance between absolute student achievement on the NYS tests and student growth represented in the Performance-Based Compensation System. MCSI's commitment to student achievement for all learners is reflected in the Performance-Based Compensation System's focus on student growth, with targets being unique, reasonable and rigorous for each child and based on baseline assessment data. The rubric for setting targets is shared at the beginning of the year with all instructional staff and achieving student growth targets drives conversations between teachers and leadership about professional development each year. MCSI's commitment to using data to drive instruction throughout the school year, robust data and curriculum electronic warehouse and peer review process further support teachers in achieving student growth targets. MCSI shares progress made towards targets throughout the year with teachers and the Board and conversations ensue about whether the school is on track or whether additional supports need to be added or adjustments made to the program.

MCSII will use the same Performance-Based Compensation System and be held accountable to its student achievement goals through frequent communication with the Board, which will monitor progress towards meeting goals. In addition, MCSII will follow the precedent for good data-management set by MCSI, and will continue to cultivate a high-performing school culture of data-driven instruction.

Performance-Based Compensation System Rubric

Each classroom teacher is eligible for a bonus of up to 10% of her annual salary. The actual bonus paid out is determined by:

- 12.5%: School wide Part 1: The absolute achievement of all 3rd, 4th, and 5th grade students on the NYS proficiency test
- 12.5%: School wide Part 2: The percentage of 4th and 5th grade students considered by the DOE to have made one year of progress on the NYS proficiency test
- 75%: Individual Student Progress: The percentage of students in the teacher's class who meet their individualized achievement goals on either the NYS proficiency test (grades 3-5) or the Stanford 10 test (grades K-2)

Individualized growth targets are set in the following manner:

For grades K-2: For the Stanford 10, progress is based on a fall to spring comparison of NCE scores in math and reading in the first year of operation and for new students, and a spring to spring comparison for all students in at least their second year. If the NCE score remains the same, the student has made one year's growth. Stanford 10 psychometricians have determined that a gain or loss of 12 NCE points is considered *significant*, while a gain or loss of 6 NCE points is considered *meaningful*. Low-scoring students (NCE score: 1-36) must show exceptional growth by improving the fall NCE score *significantly*, by 12 points. Mid-low-scoring students (NCE score: 37-50) must show growth by improving the fall NCE score by 6 points (*meaningful* growth). Mid-high-scoring students (NCE score: 51-64) must maintain achievement by remaining within 6 points of the fall score. High-scoring students (NCE score: 65-99) must not show an exceptional decline from the fall NCE score, staying within 12 points of that score. (In order to compensate for unfair discrepancies at the cut points (a student who scored 36 would be expected to score 48, but a student who scored 37 would be expected to score only 43), MCSII will adopt a target chart developed by MCSI which smoothes out scores around the cut points.)

Setting growth targets for grades 4-5: Individual scale score targets are set with regard to the student's baseline, or prior year, proficiency rating on the NYS ELA or math test. The proficiency rating is a standard of measure determined by the NYC DOE and used by the city to measure student achievement on the progress report. Proficiency ratings range from 1.00-4.50. A standard error of measure (SEM) gives an idea of how much change is normal from year to year. A change of more or less than one SEM is considered significant. Generally speaking, low-scorers are expected to improve by one SEM and high-scorers are expected to stay within one SEM of the previous year's score. The SEM varies with the baseline score, is determined in scale score points, and is determined in accordance with the NYS technical report for ELA and math. Because cut points may vary from year to year, all 10-11 targets are set in scale score points which correspond to the 09-10 cut points. These scale score targets will stand, regardless of what cut points the state institutes in 10-11. (In order to compensate for unfair discrepancies at the cut points, MCSII has adopted a target chart which smoothes out scores around the cut points.) For grades 4 and 5, the growth target is determined based on the previous year's score. A Level 1 student (proficiency rating 1.00-1.99) must reach Level 2 (based on cut scores for the previous year) and increase her score by 1 SEM. Level 2 students must improve the prior year's proficiency rating by 1 SEM. Level 3 students must maintain achievement by remaining within

Attachment 08(c) - Statutory Purpose

1 SEM of the prior year's performance rating and maintaining a minimum 3.0 score. Level 4 students must maintain a Level 4 score (based on cut scores for the previous year) or stay within 1 SEM of the prior year's score. All targets are set in scale scores.

Setting growth targets for grade 3: Third grade growth targets are determined with regard to the student's fall NYS ELA or math practice test score. More stringent growth is expected between the practice test and the actual test, as compared to fourth and 5th grade. In general, a change in proficiency rating of .25 is considered significant. A Level 1 or Low-Level 2 student (proficiency rating 1.00-2.25) must reach Level 2 (previous year's cut points) and increase her score by .75. A Level 2 student (2.25-2.99) must show growth by achieving a Level 3 (previous year's cut points) and increasing her score by .25. Level 3 students must increase .25 or reach Level 4 (previous year's cut points) between the fall and spring administrations. Level 4 students must remain at a Level 4 score (previous year's cut points). All targets are converted to scale scores.

Attachment 9 – Calendar and Schedules

Calendar and Schedules

Manhattan Charter School II will have a total of 183 instructional days during the 2012-2013 school year. There will be approximately 17 half days scheduled throughout the year for professional development, but these dates have yet to be determined. MCSII’s school day will begin at 7:45am and end at 3:30pm; therefore students receive 6 hours of instruction every day. MCSII is planning to have a summer program for K students starting in year 2 of the proposed charter and the dates have yet to be determined. This program will take place in the summer of 2013 and all dates will be decided before April 1, 2013.

Below is the MCSII 2012-2013 student calendar along with sample student and teacher schedules for K and 1st grade.

**MCS II 2012-2013
Student Calendar**

Date	Description
August 27	1 st Day of School for all students
September 3	Labor Day – No School
September 17 -18	Rosh Hashanah – No School
September 26	Yom Kippur – No School
October 8	Columbus Day – No School
November 6	Election Day – No School
November 12	Veterans Day – No School
November 22-23	Thanksgiving break – No School
December 24, 2012 – January 2, 2013	Winter Recess – No School
January 21	Martin Luther King, Jr. Day – No School
February 18-22	Midwinter Recess – No School
March 25 – April 2	Spring Recess – No School
May 24 and 27	Memorial Day – No School
June 21	Last Day of School for all students

Attachment 9 – Calendar and Schedules

**Kindergarten CLASS PROGRAM
2012-2013 Academic Year**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	ARRIVAL & BREAKFAST				
8:15 – 8:30	MORNING MEETING				
Period 1 8:30 – 9:30	LITERACY	LITERACY	FRENCH	LITERACY	LITERACY
Period 2 9:30 – 10:30	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Period 3 10:30 – 11:15	WRITING	MATH	LITERACY	WRITING	MATH
Period 4 11:15 – 12:00	MUSIC	MUSIC	MUSIC	MUSIC	MUSIC
Period 5 12:00-12:30	LUNCH DUTY				
12:30-1:00	RECESS	RECESS	RECESS	RECESS	RECESS
Period 6 1:00-1:45	MATH	HUMANITIES	MATH	MATH	HUMANITIES
Period 7 1:45-2:30	FRENCH	FRENCH	WRITING	HUMANITIES	SCIENCE
Period 8 2:30-3:15	HUMANITIES	SCIENCE	SCIENCE	ART	ART
3:15 – 3:30	Pack-up & Dismissal				

Attachment 9 – Calendar and Schedules

**Kindergarten TEACHER PROGRAM
2012-2013 Academic Year**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	ARRIVAL & BREAKFAST				
8:15 – 8:30	MORNING MEETING				
Period 1 8:30 – 9:30	LITERACY	LITERACY	PREP/FRENCH	LITERACY	LITERACY
Period 2 9:30 – 10:30	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Period 3 10:30 – 11:15	WRITING	MATH	LITERACY	WRITING	MATH
Period 4 11:15 – 12:00	LUNCH/MUSIC	LUNCH/MUSIC	LUNCH/MUSIC	LUNCH/MUSIC	LUNCH/MUSIC
Period 5 12:00-12:30	LUNCH DUTY				
12:30-1:00	RECESS	RECESS	RECESS	RECESS	RECESS
Period 6 1:00-1:45	MATH	HUMANITIES	MATH	MATH	HUMANITIES
Period 7 1:45-2:30	PREP/FRENCH	PREP/FRENCH	WRITING	HUMANITIES	SCIENCE
Period 8 2:30-3:15	HUMANITIES	SCIENCE	SCIENCE	PREP/ART	PREP/ART
3:15 – 3:30	Pack-up & Dismissal				

Attachment 9 – Calendar and Schedules

**First Grade CLASS PROGRAM
2012-2013 Academic Year**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	ARRIVAL & BREAKFAST				
8:15 – 8:30	MORNING MEETING				
Period 1 8:30 – 9:30	LITERACY	LITERACY	MUSIC	LITERACY	LITERACY
Period 2 9:30 – 10:30	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Period 3 10:30 – 11:15	WRITING	MATH	LITERACY	WRITING	MATH
Period 4 11:15 – 12:00	FRENCH	ART	ART	FRENCH	FRENCH
Period 5 12:00-12:30	LUNCH DUTY				
12:30-1:00	RECESS	RECESS	RECESS	RECESS	RECESS
Period 6 1:00-1:45	MATH	HUMANITIES	MATH	MATH	HUMANITIES
Period 7 1:45-2:30	MUSIC	MUSIC	WRITING	HUMANITIES	SCIENCE
Period 8 2:30-3:15	HUMANITIES	SCIENCE	SCIENCE	MUSIC	MUSIC
3:15 – 3:30	Pack-up & Dismissal				

Attachment 9 – Calendar and Schedules

**First Grade TEACHER PROGRAM
2012-2013 Academic Year**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	ARRIVAL & BREAKFAST				
8:15 – 8:30	MORNING MEETING				
Period 1 8:30 – 9:30	LITERACY	LITERACY	PREP/MUSIC	LITERACY	LITERACY
Period 2 9:30 – 10:30	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Period 3 10:30 – 11:15	WRITING	MATH	LITERACY	WRITING	MATH
Period 4 11:15 – 12:00	LUNCH/ FRENCH	LUNCH/ ART	LUNCH/ ART	LUNCH/ FRENCH	LUNCH/ FRENCH
Period 5 12:00- 12:30	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY	LUNCH DUTY
12:30- 1:00	RECESS	RECESS	RECESS	RECESS	RECESS
Period 6 1:00-1:45	MATH	HUMANITIES	MATH	MATH	HUMANITIES
Period 7 1:45-2:30	PREP/MUSIC	PREP/MUSIC	WRITING	HUMANITIES	SCIENCE
Period 8 2:30-3:15	HUMANITIES	SCIENCE	SCIENCE	PREP/MUSIC	PREP/MUSIC
3:15 – 3:30	Pack-up & Dismissal				

Curriculum

Manhattan Charter School II will use curriculum developed by Manhattan Charter School I. A thorough review of the curricula alignment to state standards was most recently conducted Summer 2010. The complete Kindergarten through fifth grade curriculum crosswalk presented in Attachment 10(b) details the curricula content alignment to the New York State Core Curriculum.

Curriculum core maps, units of instruction and lesson plans accompany the curriculum. All curriculum is stored in Performance PLUS software purchased by the school. The Performance PLUS learning management system includes:

- Performance Tracker: An assessment management solution for tracking and analyzing student achievement, Performance Tracker provides educators a single location to easily access assessment data along with essential student information.
- Curriculum Connector: Software that makes it easier for K-12 educators to develop and share a comprehensive, standards-based curriculum including units, lessons and assessments.

Core maps remain the same from year to year unless structural changes are made as part of a yearend review process. Units of instruction are the core maps written out into multi-week plans for delivery of instruction and are supported by daily lesson plans written by teachers and submitted prior to the beginning of each week.

With the support of the Principal, Instructional Coaches and content area expert consultants, teachers select the instructional materials that will be used in the classroom. Extensive libraries, leveled readers and pre-existing programs and materials are available but are to be used as resources to deliver the curriculum. For example, TERC and Everyday Math are resources to support the delivery of the Math curriculum, but neither is prescribed as part of the Math curriculum. Teachers receive training on all of the resources provided and select from them to meet the unique needs of their students in a given year. For example, teachers may choose to use Preventing Academic Failure with struggling readers or Handwriting without Tears with writers with difficulty with fine motor control. Through continuous student assessment, flexible grouping of students, support by Instructional Assistants in each classroom, guidance by Instructional Coaches and content areas expert consultants, and the wealth of instructional materials available, teachers are able to meet the needs of all children they serve, including students with disabilities, English Language Learners and students below or above grade level.

As new grades and classes are added, it becomes necessary to create new curricula materials or modify existing programs. The Principal, Instructional Coaches, teachers and subject area consultants of Manhattan Charter School I and the proposed school will work together to continue to access both current research and best practices on successful schools. For example, research was done at Manhattan Charter School I examining several reading programs to determine the most rigorous and effective curriculum. The Principal, Instructional Coaches and

Attachment 10(a) - Curriculum Process

ELA consultant researched four different reading programs, met with representatives of each curriculum and reviewed sample curriculum materials. They then presented their findings to teachers and the school community made a determination about which program best met the needs of students and the achievement targets of the school. Given that Manhattan Charter School II will be located in New York City and proposes to be located in District 1, it anticipates serving the same community as Manhattan Charter School I. The two schools would work together on curriculum selection and modifying existing programs.

MCSI has a formalized process for continuously reviewing curriculum to ensure it is meeting student needs. MCSI's professional development calendar includes a schedule for reviewing and modifying curriculum and instructional strategies by grade-level on a weekly basis with Instructional Coaches based on assessment data. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, teachers and coaches further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Course corrections are made mid-year as necessary but after school ends in June, teachers remain for an additional week of intensive curriculum review. The overall effectiveness of the curriculum is determined based on student achievement measured against end of year goals. During this time, leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing plan for the following school year.

Curriculum Crosswalk

The proceeding Curriculum to Standards Crosswalks in the two accompanying binders have been produced in accordance with the set of agreed-upon standards for curriculum and instruction at MCSII. It will be the basis for further curriculum development, and is intended to give the school’s teaching professionals a clear structure from which to plan and develop curriculum.

The Crosswalks will be used by teachers and Curriculum Coaches to develop lesson plans which, while showing clear alignment with the indicated standards, also give teachers flexibility in designing instruction. Lesson plans will be developed from the Crosswalks to include learning opportunities and enriching experiences designed to allow MCSII students to meet or exceed the expectations defined by state standards.

Attachment	Section Name	Tab	Binder
Attachment 10(b) – Curriculum Framework	ELA: Curriculum to Standards Crosswalk	1	I
	Math: Curriculum to Standards Crosswalk	2	I
	Social Studies: Curriculum to Standards Crosswalk	3	I
	Science: Curriculum to Standards Crosswalk	4	II
	Music: Curriculum to Standards Crosswalk	5	II
	Art: Curriculum to Standards Crosswalk	6	II
	CDOS: Curriculum to Standards Crosswalk	7	II
	FACS: Curriculum to Standards Crosswalk	8	II
	French: Curriculum to Standards Crosswalk	9	II
	Health: Curriculum to Standards Crosswalk	10	II
	PE: Curriculum to Standards Crosswalk	11	II
	Theater Arts: Curriculum to Standards Crosswalk	12	II

Explanation of Documents’ Organization

These Curriculum to Standards Crosswalks have been developed by the MCSI Instructional Coaches with support from content area consultants and are currently in place at MCSI.

Each document lists units for that subject, broken into grades K-5. Each unit is aligned to NYS standards and lists corresponding performance indicators on which students are assessed. Planned assessments are listed on the first page of each grade-level section.

Attachment 10(c) - Curriculum Implementation Work Plan

Curriculum Implementation Work Plan

Manhattan Charter School I already has a complete kindergarten through fifth grade curriculum with accompanying core maps and unit of instruction. All current year and historical core maps, units, lesson plans and student assessment data are stored in an electronic software system called Performance Plus. The complete curriculum and implementation plan will be used by MCSII. At the end of each school year, teachers spend one week after students have been dismissed reviewing core maps, units of instruction, lesson plans and assessment data to inform any recommended changes for the following school year. During Summer Institute, which takes place every year during the two weeks before students return, teachers again review core maps and units of instruction to familiarize themselves with the instruction to be delivered in the next six weeks and create new or amend lesson plans. Throughout the year, lesson plans are required to be completed by Sunday for the entire upcoming week of instruction.

Attachment 10(d) – Sample Unit Plans

Teacher:

Year: 2010-11

Course: Language Arts Grade K

Month: August

Grade K: Reading Street Unit 1 ~ unit ends in October

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>What do good readers do?</p> <p>What is a reading workshop?</p> <p>How can we learn to read and understand books?</p>	<p>Students will have an understanding of:</p> <p>the routines of reading workshop</p> <p>the expectations for working in a reading workshop</p> <p>"amazing words" (vocabulary)</p> <p>rhyming words</p> <p>letter names (upper and lower case)</p> <p>high frequency words (I, am, the, to, am, a, little)</p> <p>saying and writing names</p>	<p>Students will:</p> <p>Learn how to work independently and collaboratively on reading, regardless of actual ability to read;</p> <p>learn the structures and procedures of the reading workshop;</p> <p>become more independent by choosing books that interest them and can maintain their attention throughout independent work time;</p> <p>learn strategies for</p>	<p>NY Unit 1 Benchmark Assessment 8/31/2010</p>		<p>K.L.1.2-Identify words and sentences on a chart, with assistance</p> <p>K.L.1.4-Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information</p> <p>K.L.2.1-Listen to literary texts and performances to:</p> <p>K.L.2.1.c-recall a sequence of events from a personal experience or story</p> <p>K.L.2.1.d-identify character and setting</p> <p>K.L.2.1.e-respond to vivid language (e.g., nonsense words and rhymes)</p>

Attachment 10(d) – Sample Unit Plans

	<p>sound discrimination</p> <p>initial sounds</p> <p>nouns (people, animals, places, things)</p>	<p>choosing books when they have more than one book they find interesting;</p> <p>focus on understanding books they are working on; learn a variety of strategies to understand the text; match text with pictures and look closely at the details in the pictures;</p> <p>think about what a character might be saying on any given page; accumulate the meaning of a story as it goes across many pages;</p> <p>recognize and produce rhyming words; count words in sentences; count syllables in words; identify sounds that are the same or different;</p>		<p>K.L.3.2-Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books</p> <p>K.R.1.4-Draw on a prior experience to understand new data, facts, and ideas</p> <p>K.R.2.1-Comprehend and respond to literary texts and performances</p> <p>K.R.2.2-Engage in pre-reading and reading activities to:</p> <p>K.R.2.2.a-select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic</p> <p>K.R.2.2.b-make connections between personal experiences and stories read</p> <p>K.R.2.2.c-predict what might happen</p>
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Attachment 10(d) – Sample Unit Plans

	<p>identify and isolate initial and final sounds in spoken words; know more common sound associated with individual letters; identify consonants; listen to models read aloud with accuracy, comprehension, and appropriate rate; read irregular high frequency words automatically;</p> <p>develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud; use words to describe location, size, color, and shape;</p> <p>use new oral vocabulary words to reinforce meaning; preview the text; set purpose for reading; activate and use prior knowledge; make</p>		<p>next in a story read aloud K.R.2.2.d-retell a story, with assistance K.R.2.3-Dramatize or retell stories, using puppets, toys, and other props K.R.3.2-Engage in pre-reading and reading activities to: K.R.3.2.a-identify what they know and have learned about a specific story or topic K.R.3.2.c-predict what could happen next or the outcome of a story or article read aloud K.R.3.2.d-change the sequence of events in a story to create a different ending, with assistance K.R.3.2.e-form an opinion about the differences between events in a story and events in own life</p>
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Attachment 10(d) – Sample Unit Plans

		<p>and confirm predictions; answer questions;</p> <p>Retell stories including characters, setting, and plot; make connections: text-to-self, text-to-text, text-to-world; classify and categorize; sequence events in a story; and identify story characters and setting.</p>		<p>K.R.3.2.f-evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations</p> <p>K.R.4.1-Share reading experience to establish, maintain, and enhance personal relationships</p> <p>K.R.4.3-Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance</p> <p>K.S.1.1-Dictate information from personal experience</p> <p>K.S.1.2-Report information briefly to peers and familiar adults, with assistance</p> <p>K.S.1.3-Connect information from personal experiences to information from</p>
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Attachment 10(d) – Sample Unit Plans

					<p>nonfiction texts, with assistance K.S.1.4-Retell more than one piece of information in sequence K.S.1.7-Respond orally to simple questions and/or directions K.S.2.2-Engage in conversations with adults and peers regarding pictures, books, and experiences K.S.2.4-Express feelings about a work of fiction or poetry K.S.2.5-Respond to stories, legends, and songs from different cultural and ethnic groups, with assistance K.S.2.6-Compare stories from personal experience with stories heard K.S.2.12-Recite short poems, nursery rhymes, and finger</p>
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Attachment 10(d) – Sample Unit Plans

					<p>plays K.S.3.2-Express an opinion or judgment about a story, poem, finger play, or poster K.S.3.4-Express an opinion about the color, form, and style of illustrations K.S.3.5-Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story K.S.4.1-Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment K.W.1.1-Copy letters and words from books, magazines, signs, charts, and own dictation K.W.1.2-Write own name on pictures,</p>
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Attachment 10(d) – Sample Unit Plans

					<p>drawings, paintings, and written products</p> <p>K.W.1.3-Draw or write facts and ideas gathered from personal experiences</p> <p>K.W.1.4-Use graphics such as posters to communicate information from personal experiences</p> <p>K.W.1.7-Use resources such as a picture dictionary or word wall to find and write words, with assistance</p> <p>K.W.2.2-Draw or write to respond to text to:</p> <p>K.W.2.2.a-express feelings about characters or events in a story</p> <p>K.W.2.2.d-retell a story</p> <p>K.W.3.1-Draw and/or write to express opinions and judgments to:</p> <p>K.W.3.1.c-depict an opinion about</p>
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Attachment 10(d) – Sample Unit Plans

					statements, illustrations, characters, and events in written and visual texts K.W.3.1.d-compare characters and settings within and between stories K.W.3.2-Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance
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Attachment 10(d) – Sample Unit Plans

Teacher:
Course: Math Grade K

Year: 2010-11
Month: October

O c t o b e r	What are Numbers? ~ Unit ends on Oct. 15.					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	Why do I need to be able to count objects?	Counting tell how many things are in a set.	Count a number of objects up to 10.	Oral Counting Assessment 10/15/2010	Lesson 1: Calendar Time- Yesterday, Today, Tomorrow	K.N.1 -Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10) K.N.2 -Count out (produce) a collection of a specified size 1 to 10 K.N.3 -Numerically label a data set of 1 to 5 K.N.5 -Verbally count backwards from 10 K.N.9 -Write numbers 1-10 to represent a collection K.N.10-Visually determine how many more or less, and then using the verbal
	How do I use numbers every day?	The last number word, when counting, names the quantity in a set.	Count one-to-one in counting order at least to 10.	Final written assessment 10/15/2010	Lesson 2: Morning, noon, night Lesson 3: Shared writing- Morning, noon, and night	
	Why would I need to be able to read number words?	A number can be represented by a numeral, a word, and a set of objects.	After counting, verbally tell the amount in a set.		Lesson 4: Attendance and Months of the Year	
	How can I tell what day today is?	Numbers are related to each other through a variety of number relationships. For example, 6 is one more than 5, and is 4 less than 10.	Produce models for number words through ten.		Lesson 5: Intro to weather tracking, the question of the day	
	How can I record what I count?		Read number words to ten.		Lesson 6: One-to-one correspondence	
	How do I use numbers every day?		Match number words to sets of objects.		Lesson 7: One-to-one correspondence	
	Why would I need to be able to read number words?	Each day of the week has a name.	Write numeral to 10 to label sets.		Lesson 8: One-to-one correspondence	
		The year is divided	Recognize numerals		Lesson 9: Counting through 10 Lesson 10: Counting	

Attachment 10(d) – Sample Unit Plans

<p>How can I tell what day today is?</p> <p>How can I record what I count?</p>	<p>into months. counting can be a way to collect information</p>	<p>to 10.</p> <p>Rote count to 10.</p> <p>Recognize quantities of objects 1 to 10 in terms of benchmark numbers of 5 and 10.</p> <p>Group objects by 5s and 10s.</p> <p>Know the names of days of the week and the months of the year.</p>	<p>to five</p> <p>Lesson 11: Counting to five</p> <p>Lesson 12: Counting to five- Assessing the skills</p> <p>Lesson 13: Counting to five (4)</p> <p>Lesson 14: Counting forwards and backwards</p> <p>Lesson 15: Counting books (day 1)</p> <p>Lesson 16: Counting books (4 days)</p> <p>Lesson 17: Five and Ten (2 days)</p> <p>Lesson 18: Baby Bunnies (combinations of 10)</p> <p>Lesson 19: Counting and word problems</p> <p>Lesson 20: Check understanding</p> <p>Lesson 21: Final assessment for Unit 1 (3 days)</p>	<p>counting sequence, match and count 1-10</p> <p>K.N.11-Use and understand verbal ordinal terms, first to tenth</p> <p>K.R.1-Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations</p>
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Attachment 10(d) – Sample Unit Plans

Teacher: CORE Language Arts Grade 1
 Course: Language Arts Grade 1

Year: 2010-11
 Month: August

A u g u s t	Grade 1: Reading Street Unit 1 ~ unit ends in October					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	What do good readers do?	Students will have an understanding of:	Students will:	NY Unit 1 Benchmark Assessment 10/31/2010		1.L.2.1-Listen to literary texts and performances to: 1.L.2.1.a-appreciate and enjoy literary works 1.L.2.1.b-match spoken words with pictures 1.L.2.1.c-identify a character, setting, plot 1.L.2.1.d-respond to vivid language 1.L.2.1.e-identify specific people, places, and events 1.L.2.1.f-distinguish between a story, a poem, and a play 1.R.1.1-Locate and use classroom and library media center resources to acquire information, with
	What do good readers sound like?	* blending and segmentation	Identify short vowel sounds; recognize final ck, final x, -s plurals, inflected ending ing, as well as initial and final blends; explore hot to blend and segment phonemes and add ending phonemes /s/, /z/ to make words; understand how to change initial or final sounds to make a new word; recognize common word families; review consonants; construct spelling words using short vowel sounds, inflected endings and initial blends;			
	How do good readers figure out the words in a book?	* phonemes * letter recognition (review)				
	What strategies can I use when I encounter unknown words?	* initial and final blends				
	How do letter sounds and patterns help me to spell words?	* inflectional endings <i>-s</i> and <i>-ing</i> * high-frequency words				
	How do text features help me to understand a text?	* short <i>i</i> , short <i>o</i> , short <i>e</i> , and short <i>u</i>				
What strategies can I use when I do not understand what I	* parts of a sentence and action words					

Attachment 10(d) – Sample Unit Plans

<p>am reading? How can I use my background knowledge to help me understand what I am reading?</p>	<ul style="list-style-type: none"> * the strategies of visualization and asking questions * the skills of summarizing, main idea, cause and effect, compare and contrast, and story structure (characters and setting) * repetition and rhyme * realism vs. fantasy 	<p>recognize syllables in word and explore how to break words into syllables; identify and write high frequency words; read at least 25 first grade sight words accurately; read grade level texts; explore the use of plural nouns; identify the characters and setting of a story; explore and distinguish between realism and fantasy; state the main idea of a story; identify the use of cause and effect in a story; understand how to monitor and fix up when reading; summarize the main events in a story; predict events in a story; understand how to reread and self correct when reading grade level text; explore how to</p>			<p>assistance 1.R.1.2-Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance 1.R.1.3-Distinguish between texts with stories and texts with information 1.R.1.4-Use a picture dictionary as a resource for vocabulary development 1.R.1.5-Select books to meet informational needs, with assistance 1.R.2.2-Engage in pre-reading and reading activities to: 1.R.2.2.a-select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic 1.R.2.2.d-identify characters, settings,</p>
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Attachment 10(d) – Sample Unit Plans

	<p>visualize a story; understand how to ask questions during and after reading; describe the story structure; identify the sequence of events in a story; draw conclusions; explore how to categorize and classify information; identify descriptive words, synonyms and antonyms; show fluency through the use of accuracy, appropriate pace/rate and attention to punctuation; create sentences to respond to a story; use descriptive words; explore captions; access prior knowledge to create writing pieces; collaborate and share writing with peers during writing share; explore the writing process; create stories with details</p>		<p>and events in a story 1.R.2.2.e-retell a story 1.R.2.2.f-distinguish between what is real and what is imaginary 1.R.3.1-Identify, explain, and evaluate ideas, themes, and experiences from texts and performances 1.R.4.1-Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults 1.S.1.5-Share observations from the classroom, home, or community 1.S.1.6-Ask questions to clarify topics, directions, and/or classroom routines 1.S.1.7-Respond orally to questions</p>
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Attachment 10(d) – Sample Unit Plans

	<p>and a title using personal experiences; write the main idea of a story; develop inventive spelling with use of prior knowledge of letter sound correspondence; use conventional spelling with help of the word wall and picture dictionaries; distinguish between inventive and conventional spelling; explore the use of punctuation; compose friendly letters to members of their home or school community to communicate; review capitalization and punctuation; participate in shared reading/reciting of poems, songs, and nursery rhymes; explore how to take notes while listening to a story; recognize</p>		<p>and/or directions 1.S.1.8-Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept 1.S.2.1-Converse with adults and peers regarding pictures, books, and experiences 1.S.2.7-Retell familiar stories in a logical sequence 1.S.2.10-Recite poems and nursery rhymes 1.S.3.1-Share what they know, want to know, and have learned about a theme or topic 1.S.4.1-Participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment 1.S.4.3-Respect the</p>
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Attachment 10(d) – Sample Unit Plans

		<p>a complete thought; identify and use nouns and verbs; explore the use of word order; recognize and compare telling sentences and questions; understand different purposes for speaking and listening; recognize how to be a good listener and speaker; retell a story orally and in writing; use questioning to self monitor during reading; understand and identify the different parts of a book; recognize how to respond appropriately to peers; review how to take turns; explore different genres of text in the classroom library and in their own writing; collect writing pieces in a folder over the unit;</p>		<p>age, gender, and culture of the listener 1.W.1.1-Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation 1.W.1.2-Write data, facts, and ideas gathered from personal experiences 1.W.1.4-Take notes to record facts from lessons, with assistance 1.W.1.4.a-write words or draw pictures in order to capture important understandings 1.W.1.6-Use resources such as a picture dictionary or word wall to find and write words, with assistance 1.W.2.2-Write to respond to text to 1.W.2.2.a-express feelings about characters or events</p>
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Attachment 10(d) – Sample Unit Plans

		<p>activate prior knowledge to understand story; use context clues to discover the meaning of a new word; understand how to read for various purposes; collaborate with peers in a small group to examine the meaning of a text; explore the use of graphic organizers; follow simple instructions; identify stories of interest and familiarity to select for reading; read nonfiction texts on grade level and identify new information and main idea; use puppets or stuffed animals to retell a story.</p>			<p>in one or more stories 1.W.2.2.b-describe characters, settings, or events 1.W.2.2.c-list a sequence of events in a story 1.W.2.2.d-retell a story, using words 1.W.2.2.e-identify the problem and solution in a simple story 1.W.3.3-Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance</p>
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Attachment 10(d) – Sample Unit Plans

Teacher:

Year: 2010-11

Course: Math Grade 1

Month: September

S e p t e m b e r	Math Grade 1 Unit 1: Routines and Data ~ Ends in October					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	What does a number represent?	Students will understand that:	Students will be able to:	Unit 1 Test and Culminating Task: Time to Celebrate! 9/30/2010		1.N.3 -Quickly see and label with a number, collections of 1 to 10 1.N.8 -Verbally count from a number other than one by 1's 1.N.9 -Count backwards from 20 by 1's 1.N.10 -Draw pictures or other informal symbols to represent a spoken number up to 20 1.N.11 -Identify that spacing of the same number of objects does not affect the quantity (conservation) 1.N.12 -Arrange objects in size order (increasing and decreasing)
	What can a number line show me?	* Quantities can be compared using words and symbols.	* represent a number by the appropriate numeral			
	What do less than, greater than, and equal to mean?	* A number line can represent the order of numbers.	* use counters and pictures to represent numbers in terms of tens and ones			
	What information can I get from a graph?	* Problems can be solved in different ways.	* compare objects using greater than, less than, and equal to			
How do tables and graphs help me to organize my thinking?	* Important information can be found in representations of data such as tables and graphs.	* understand number relationships by using strategies of counting on and counting back				
	* Tables and graphs can help make solving problems	* pose questions, collect data, and				

Attachment 10(d) – Sample Unit Plans

	easier.	create graphs * interpret graphs		<p>1.N.14 -Read the number words one, two, three, ten</p> <p>1.N.15 -Explore and use place value</p> <p>1.N.17 -Develop an initial understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred</p> <p>1.N.18 -Use a variety of strategies to compose and decompose one-digit numbers</p> <p>1.N.22 -Use the words higher, lower, greater, and less to compare two numbers</p> <p>1.N.23 -Use and understand verbal ordinal terms, first to twentieth</p> <p>1.S.1 -Pose questions about themselves and their surrounding</p> <p>1.S.2 -Collect and record data related to a question</p> <p>1.S.3 -Display data</p>
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Attachment 10(d) – Sample Unit Plans

					<p>in simple pictographs for quantities up to 20 with units of one</p> <p>1.S.4 -Display data in bar graphs using concrete objects with intervals of one</p> <p>1.S.5 -Use Venn diagrams to sort and describe data</p> <p>1.S.6 -Interpret data in terms of the words: most, least, greater than, less than, or equal to</p> <p>1.S.7 -Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)</p>
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Pedagogy

The foundation of the pedagogical approach that Manhattan Charter School II (MCSII or the School) will use to implement curriculum will replicate that of Manhattan Charter School I (MCSI). MCSII believes:

- A. Teacher quality and effectiveness is the key to high student achievement.**
- B. Offering an arts and culture-rich education program beginning in kindergarten contributes to the academic success** of MCSI students, and, more importantly, to their development in general.

The instructional methods and techniques to support the pedagogical approach are based upon established research and include the following:

- A. Teacher quality and effectiveness is the key to high student achievement and using data to inform instruction, collaborative decision making, and an individualized approach to teacher professional development are the key to teacher effectiveness.**

The School believes that stringent application of the educational program alone will not produce consistently strong student academic results. MCSII will, therefore, focus on cultivating a rich instructional culture. The School will invest heavily in developing high-performing, effective teachers and call on those teachers to provide dynamic, creative and highly effective instruction, rather than simply following a scripted or direct instruction model. **To develop effective teachers, MCSII will invest in:**

- 1. Continual teacher training on how to use data to inform instruction.** MCSII teachers will receive training on gathering, analyzing and using data to drive instruction to meet the needs of all students. MCSII will implement the formalized process for gathering and storing multiple types of student and achievement data in a central location developed by MCSI. This process is supported by an annual assessment calendar, uses a variety of formal and informal assessments, and data is housed in a robust data and student information system where all student demographic and assessment data and curriculum will be stored. MCSII will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. MCSII will use customized reports available from the data system so that they meet the needs of different audiences: parents, teachers, leadership, the Board. Teacher and leadership reports are in the form of item analyses, longitudinal student data, graphical representations of data at a point in time against MCSII charter goals and/or mastery of state standards and/or internal benchmarks, and student growth across assessment administrations. The annual assessment calendar that will be followed to analyze and interpret data about student performance includes a professional development calendar for training teachers on using data to drive instruction and weekly grade level meetings with Instructional Coaches to analyze data for the purposes of grouping, selecting appropriate materials and differentiating instruction. Instruction will be continuously modified to target student needs. Customized teacher reports on class and student assessment data will inform flexible grouping for

instruction, the ability to set targets based on historical data and performance, and identification of students to be provided additional support by an Intervention Specialist. Research shows that training teachers to use data to inform instruction positively impacts student achievement. MCSI developed its successful pedagogy using Lemov's guide to proven teaching techniques which places data at the center of guiding achievement (2010), Bambrick-Santoyo's guide to quality data-based methods which are seen as central to student success (2010), and Love's conceptualization of the significance of data in driving achievement (2009). These studies support The School's pedagogical approach of continually training teachers to use data to drive instruction. A complete bibliography is included in Attachment 8(b) – Rationale and Supporting Evidence.

2. Collaborative decision making throughout the organization:

Between the board and leadership: MCSII will use the accountability system unique to MCSI that is data rich and allows for collaborative decision making and diligent and regular monitoring. At the heart of the accountability system is a dashboard that leadership will provide to the Board in advance of each Board meeting which the Board uses to evaluate School progress towards meeting academic, operational and financial goals. The dashboard will be presented in advance of Board meetings to allow leadership and the Board to have conversations about what the School is doing, what is working well or needs to be improved, and why. Leadership is accountable to the Board, the Board has the information it needs to make decisions, and the Board is accountable to the charter authorizer for the charter. MCSII proposes to have the same Board as MCSI, a Board that already has expertise in using the dashboard.

Between teachers and leadership: MCSII is committed to including teachers in all decision making regarding curriculum, curricular resources, and professional development as it relates to the curriculum and the creation of professional development plans. MCSII is further committed to providing any and all resources teachers identify as necessary for them to achieve the goals in their plans.

Among teachers: Critical Friends Group is a teacher community at MCSI that 100% of teachers participate in voluntarily. Critical Friends is a teacher network that promotes the sharing of expertise and best practices, promotes conversations about future growth, ends privatizing of work and promotes innovative thinking. MCSI's Critical Friends Group uses a Peer Review protocol to evaluate the effectiveness of instructional strategies used to engage students in meeting their goals. Using the protocol, in a Peer Review, teachers review student work samples across grade levels and content areas and, as a group, they evaluate whether the lesson is aligned to learning standards and whether instruction is intellectually challenging and appropriate for the full range of students served. The Critical Friends Group often brings to leadership professional development needs of the teacher community that have been discovered during the Peer review process. MCSII will replicate this best practice.

Research shows that collaboration and continuous improvement among teachers and leadership positively impacts student achievement, as found by DuFour and Eaker's study of best practices for enhancing student achievement through teacher collaboration (1998) and Reeves' 2009 study which provides evidence that collaboration and improvement is positive not only for educators' performance but also for student performance. Further, City and Colleagues' research (2009) develops a model inspired by the medical rounds model used by physicians, putting forth a new form of professional learning known as instructional rounds networks. MCSI used this model in developing the Critical Friends Group. A complete bibliography is included in Attachment 8(b) – Rationale and Supporting Evidence.

- 3. Teacher evaluation and professional development aligned with meeting individual student and school wide goals.** MCSI has developed a Performance-Based Compensation System that will also be instituted at MCSII, and funds have been budgeted for its implementation. Performance-Based Compensation System places more focus on student growth than absolute student achievement on the NYS tests. This reflects the Board's commitment to student achievement for all learners. Growth targets are unique, reasonable and rigorous for each child and based on baseline assessment data. The rubric for setting targets will be shared at the beginning of the year with all instructional staff. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher professional development need(s) and instructional strategies used to engage students to meet or exceed their learning goals. Each teacher professional development plan will outline goals that, if achieved, MCSII leadership and the teacher believe will support the teacher in achieving student growth targets. MCSII will use the Danielson Group's Framework for Teaching as part of our teacher evaluation tools. As part of the Framework for Teaching evaluation tool, teachers and leadership will reflect on an ongoing basis about the effectiveness of the professional development plan and the instructional strategies used. The Danielson Group describes their unique approach to teacher evaluation:

"An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning... The procedures used in teacher evaluation can be used to promote professional learning. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions. By shifting the focus of evaluation from 'inspection' to 'collaborative reflection' educators can ensure the maximum benefit from the evaluation activities."

Furthermore, research shows that using an individualized approach is central to student achievement. Torgesen's study of reading failure in young children shows that early identification and prevention are essential to closing the achievement gap and students must be targeted individually (1998). Tomlinson's research (1999; 2001) shows that

Attachment 11-Pedagogy

obstacles to achievement disappear when educational climates are adapted to each student's level and pace of learning, so differentiated instruction is essential to meeting the needs of all students and decreasing achievement gaps. As a result, the evaluation of MCSII teachers and their professional development will be tied to meeting the individual educational needs of all students. A complete bibliography is included in Attachment 8(b) – Rationale and Supporting Evidence.

B. Offering an arts and culture rich education program beginning in kindergarten will contribute to the academic success of MCSII students and, more importantly, to their development in general.

MCSII recognizes the importance of students receiving an education that offers diverse opportunities for learning. While the School appreciates that substantial blocks of time must be devoted to the teaching of core subjects, MCSII also knows that for its students, rigorous and enriching non-core subject instructional opportunities enhance learning and academic success in all content areas.

MCSII will maintain MCSI's commitment to offering music every day to every child. All students will receive daily music instruction from highly trained music teachers. Learning to read music, performing before audiences, exposure to the music of many cultures, attending performances of a variety of musical genres, and music appreciation are only a few of the outcomes that contribute to a well rounded educational experience. Additionally our third, fourth and fifth grade musicians will have the opportunity to develop their individual skill sets through participating in the Chorus or Brass Band. This provides an opportunity for learning and exposure that might not otherwise be available to students.

MCSII's commitment to offering a rich and diverse educational experience extends beyond music education. Other enrichment instruction will include French, Art and Physical Education, and all will be offered beginning in kindergarten when the school is at scale.

Most importantly, the arts and culture rich programming to be offered at MCSII will be aligned with content across the four core subjects and reinforced through inquiry and experiential learning in the community and field trips throughout New York City. For example, a Kindergarten humanities unit on citizenship aligns to a music unit on patriotic music and students take a field trip to the Statue of Liberty to see an American symbol. The first grade humanities includes a unit titled "Need and Wants" that aligns to a study of money in math and students take a community walk to the Essex Street market in the Lower East Side to interview vendors about how much things cost and what people purchase. This alignment and commitment to inquiry and experience based learning is included in the curriculum at all grade levels and MCSI is in the process of applying for accreditation from the International Baccalaureate Primary Years Program.

The arts and culture rich program at MCSI is supported by Finn and Chester's argument for the importance of liberal studies (2008), which suggests there is great value in an education that offers diverse opportunities for learning. Furthermore, research by Wetter, Koerner, and Shwaninger (2008) shows that musical training correlates with children's better performance at school, and continuous musical training helps achieve and maintain school performance at a high

Attachment 11-Pedagogy

level over time. Similarly, research indicates that the study of a foreign language demonstrates greater cognitive development, creativity, and divergent thinking, improves achievement on standardized assessment, and is an effective learning strategy for closing the achievement gap (Peckham, 2009). This research supports the School's commitment to providing a well-rounded instructional program for each child. A complete bibliography is included in Attachment 8(b) – Rationale and Supporting Evidence.

MCSII's commitment to developing teacher effectiveness through using data to inform instruction, collaborative decision making and customizing teacher professional development plans in response to student needs coupled with its commitment to offering an arts and culture-rich program that focuses on inquiry and experience-based learning, supports each student's evolution as an individual and a scholar and supports MCSI in meeting its **Mission:**

Manhattan Charter School II will prepare its students to achieve high academic levels in the four core academic subject areas and music, to communicate effectively in verbal, mathematical and musical languages, and to apply critical thinking processes and ethical standards to learning, living and problem solving.

MCSII believes these methods will allow the school to meet the needs of all learners because they are responsive to student individual needs and, therefore, teacher needs in meeting student learning goals. They also offer students the opportunity to experience hands-on a wealth of content areas, providing constant opportunity to peak students curiosity and keep them engaged in learning. MCSII anticipates serving a population with demographics similar to MCSI and the consistently high achievement of MCSI students speaks to the effectiveness of this pedagogical approach. Notably, MCSI students with disabilities have performed as well as their general education counterparts on the New York State standardized assessments. (Note that MCSI does not currently have any English Language Learners and the plan for servicing English Language Learners for MCSII is included in Attachment 13.) MCSII will implement the same pedagogical approach and instructional methods to meet the needs of all learners.

Assessment

a) Assessment System

MCSII will invest in high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats. The School will administer a variety of assessments that include norm referenced and criterion referenced, publisher or otherwise outside scored and teacher scored, publisher developed and teacher developed, and formative and summative. This will provide a wealth of data to educators at MCSII about the abilities and skills of their students. Using data to drive instruction is at the philosophical core of MCSII's approach to education; therefore, the School understands the importance of frequent student assessment.

MCSII will administer the following assessments:

- The Stanford 10 test to all students every spring and to all new students in the fall
- The Fountas & Pinnell Benchmark Assessment System (BMAS) three times per year to all students
- The New York State Exam in ELA and Math to grades 3-5 and the Science exam to 4th grade once during the year
- Practice administrations of the New York State Test to grades 3-5 three times a year

In addition, the following are administered throughout the school year to students in grades K through 5.

- End of Unit Reading Street assessments (tests reading skills specific to unit) 5-6x year
- End of Unit Math assessments 5-6x year
- End of Unit Science assessments 5-6x year
- End of Unit Humanities assessments 5-6x year – students in K-2 are assessed at the end of each humanities unit through performance assessments; students in 3-5 are assessed at the end of each humanities unit through both written and performance assessments

All assessments have been **selected and tested** by MCSI over the first six years of operation, and MCSI has developed a system for data **collection and analysis**, outlined in section b, which will be instituted at MCSII. MCSI has made changes to frequency of administration and assessments administered based on the reliability and usefulness to teachers of data received. For example, MCSI adopted TerraNova as the norm-referenced assessment used in its first charter and spent considerable time trying to understand whether there is a correlation between performance on the TerraNova and the NYS standardized assessment.

Using current and historical MCSI student data and to determine if performance on the Terra Nova assessment is correlated with performance on the NYS standardized assessment, a linear regression of Terra Nova scores against NYS scores was performed. The findings supported MCS's hypothesis that MCS's TerraNova scores are not reflective of what students know and are

Attachment 12- Assessment

able to do as measured by NYS standards and the NYS standardized assessment.¹ This prompted MCSI to do an in depth analysis of other norm referenced assessments that may have a stronger correlation to the NYS assessments, and after a thorough review by content area expert consultants and the School's Instructional Coaches, MCSI selected Stanford 10 as its norm referenced assessment. Replication of MCSI's current program will ensure that MCSII starts off with best practices and is not reinventing the wheel. MCSI will provide consulting services to MCSII for instructional, financial and operational expertise in the first three years of its charter to benefit from the experience amassed by MCSI.

Purpose, Design, and Format:

The Stanford 10: The Stanford 10 is a norm-referenced multiple-choice assessment that helps educators find out what students know and are able to do compared to their peers nationally. The test evaluates progress toward meeting the challenges set forth by the No Child Left Behind Act, national and state standards, and high expectations. MCSII will use the Stanford Achievement Test Series, Tenth Edition (Stanford 10) as the School's internal assessment measure. It will be used for pre- and post-testing for students to determine an individual student's strengths and weaknesses vis a vis their national peers, to set individual growth targets, to determine teacher bonuses, to determine if the individualized program created for a student has been effective, and to measure the "value-add" of an MCSII education for its students. The Stanford 10 is developed and scored by Pearson Education, so assessments results are valid and reliable.

BMAS: The Fountas & Pinnell Benchmark Assessment System (BMAS) links assessment to instruction along The Continuum of Literacy Learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient, then provides teachers information on student reading instructional levels. These levels can be used to gauge student progress against grade level expectations. The assessment is teacher administered and scored and teachers receive extensive training on BMAS administration from the school's ELA consultant at the beginning of the year and throughout the year as needed. Test administration and scoring is supervised by the Instructional Coaches and ultimately, the Principal.

New York State Exams: The New York State Exams in ELA and Math for grades 3-5 are developed by NYSED to measure student proficiency in the New York State Standards and scored by other charters so the data is reliable and objective. The tests include multiple choice and critical response questions and are criterion referenced. These summative results will be used to determine if school has made AYP, if it has met its charter goals with regard to absolute achievement and progress, to determine teacher bonuses, and to set individual growth targets for the following year.

¹ The analysis showed a coefficient of determination (r^2) was 0.2177 for the Math scores and 0.3026 for the ELA scores, indicating that 78% of the variance in NYS Math scores and 70% of the variance in NYS ELA scores was unaccounted for by performance on the Terra Nova assessment. If performance on the Terra Nova assessment were a moderate predictor of performance on the NYS assessment, one would expect r^2 values of 0.6-0.8 and above 0.8, suggesting Terra Nova were a strong predictor.

New York State Practice Exams: MCSII will administer prior year New York State ELA and Math exams to students throughout the year to gauge their progress towards meeting state standards and the School's charter goals. Tests will be scored by an outside vendor to assure the data is reliable and objective.

Teachers will be trained by the School's Assessment Coordinator on **assessment administration**. It will be the responsibility of the Data Coordinator to **collect and electronically maintain** assessment data. The Principal and Instructional Coach, with support from the Data Coordinator, will be responsible for analyzing results and producing teacher-friendly data spreadsheets to drive conversations with teachers about what the data says and how to inform instruction.

b) Use of Assessment Results

By the board and leadership: MCSII will use the accountability system unique to MCSI that is data rich and allows for collaborative decision making and diligent and regular monitoring. At the heart of the accountability system is a dashboard that leadership will provide to the Board in advance of each Board meeting, which the Board uses to evaluate School progress towards meeting academic, operational and financial goals. The dashboard will be presented in advance of Board meetings to allow leadership and the Board to have conversations about what the School is doing, what is working well or needs to be improved, and why. Leadership is accountable to the Board, the Board has the information it needs to make decisions, and the Board is accountable to the charter authorizer for the charter. MCSII proposes to have the same Board as MCSI, a Board that already has expertise in using the dashboard. (See Attachment 43 – Supplemental Information – Sample Dashboard, pages 1-2.)

By teachers and leadership: MCSII teachers will receive training on gathering, analyzing and using data to drive instruction to meet the needs of all students. MCSII will implement the formalized process for gathering and storing multiple types of student and achievement data in a central location developed by MCSI. This process is supported by an annual assessment calendar and uses a variety of formal and informal assessments. Data is housed electronically in a secure, robust data and student information system with all other student demographic and assessment data and curriculum. MCSII will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. MCSII will use customized reports available from the data system to meet the needs of different audiences: parents, teachers, leadership, and the Board. Teacher and leadership reports are in the form of item analyses, longitudinal student data, graphical representations of data at a point in time against MCSII charter goals and/or mastery of state standards and/or internal benchmarks, and student growth across assessment administrations. The annual assessment calendar that will be followed to analyze and interpret data about student performance includes a professional development calendar for training teachers on using data to drive instruction, and weekly grade level meetings with Instructional Coaches to analyze data for the purposes of grouping, selecting appropriate materials and differentiating instruction. Instruction will be continuously modified to target student needs. Customized teacher reports on class and student assessment data will inform flexible grouping for instruction, enable setting targets based on historical data and

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performance, and allow identification of students to be provided additional support by an Intervention Specialist.

MCSII is committed to including teachers in all decision making regarding curriculum, curricular resources, and professional development as it relates to curriculum and the creation of professional development plans. MCSII is further committed to providing any and all resources teachers identify as necessary for them to achieve the goals in their plans.

Teacher evaluation and professional development is driven by individual student and school wide goals. MCSI has developed a Performance-Based Compensation System that will also be instituted at MCSII, and funds have been budgeted for its implementation. The Performance-Based Compensation System places more focus on student growth than absolute student achievement on the NYS tests. This reflects the Board's commitment to student achievement for all learners. Growth targets are unique, reasonable and rigorous for each child and are based on baseline assessment data. The rubric for setting targets will be shared at the beginning of the year with all instructional staff. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher professional development need(s) and instructional strategies used to engage students to meet or exceed their learning goals. Each teacher professional development plan will outline goals that, if achieved, MCS leadership and the teacher believe will support the teacher in achieving student growth targets. As part of the Framework for Teaching evaluation tool, teachers and leadership will reflect on an ongoing basis about the effectiveness of the professional development plan and the instructional strategies used.

Parents and Students: Parents and students will be informed about academic achievement and progress through a quarterly Progress Report, taking into account assessment data and generated in the school's SharePoint system, which measures student progress in every subject and includes a written narrative from the classroom teacher. Parent teacher conferences are held three times a year to discuss these reports. Further, as is developmentally appropriate, students are made aware of their assessments results by teachers on an ongoing basis to motivate students, track progress and reward achievement.

c) Promotional Criteria

All MCSII students will be held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and benchmark assessments (i.e., Stanford 10, Fountas and Pinnell Reading Benchmark Assessments, NYS Standardized Test scores). MCSII will reserve the right to make a decision regarding promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as Promotion in Doubt during the winter, at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. **All criteria are fully included in the final decision for promotion as defined below:**

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Grade Level	Promotion Criteria	Benchmark Testing
K	At grade level performance academically and developmentally	Fountas and Pinnell Benchmark Assessments, Stanford 10, end-of-unit tests, teacher created tests
1	At grade level performance	Fountas and Pinnell Benchmark Assessments, Stanford 10, Terra Nova, end-of-unit tests, teacher created tests
2	At grade level performance	Fountas and Pinnell Benchmark Assessments, Stanford 10, Terra Nova, end-of-unit tests, teacher created tests
3	At grade level performance	ELA and Math level 2 and above
4	At grade level performance	ELA, Math & Sci. Level 2 and above
5	At grade level performance	ELA, Math; Level 2 and above

Children with IEPs:

- A student with an IEP may be promoted based on attendance; score a Level 2 on NYS exams; meet their IEP goals.
- In cases where the child does not meet two or more of the criteria for promotion, an academic portfolio may be presented to determine whether the child will be promoted to the next grade.
- In some cases with children who have IEPs, promotional criteria may be adjusted in the IEP to reflect the child's abilities in both ELA and Math performance.

At-Risk Students

Definitions & Distinctions

At-Risk Students & Students with Disabilities

For the purposes of this document, MCSII will define and use the terms, ‘At-Risk,’ ‘Struggling Learner,’ or ‘Struggling Student’ interchangeably. An at-risk student is defined as a student who meets one or more of the following criteria:

- A student whose education attainment is below other students of their age or grade level;
- A student who is not meeting the requirements necessary for promotion to the next grade level;
- A student who has not demonstrated proficiency (3 or above) on New York State Elementary Examinations.

This definition does not include a student who has been identified for special education services under Individuals with Disabilities Education Act (IDEA). For the purpose of this document, these students will be referred to as ‘students with a disability,’ or ‘students with an Individualized Education Program, (IEP).’

Academic Intervention Services (AIS) & Special Education Teacher Support Services (SETSS)

At-risk students, who are struggling to achieve learning standards in ELA or mathematics, and do not have a current IEP are eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly, (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location).

Students who have an active IEP are eligible to receive Special Education Teacher Support Services (SETSS), and related services, (Counseling, Speech, Occupational and/or Physical Therapies), to address academic and social-emotional difficulties.

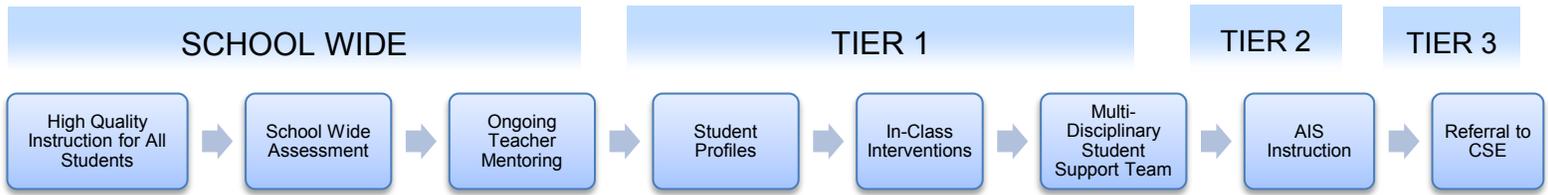
Response to Intervention (RTI)

Manhattan Charter School II will be committed to appropriately and effectively serving all of its students, including those with disabilities. In order to deliver the best possible service, regardless of whether the student is ultimately in need of a referral, MCSII will institute the Response to Intervention (RtI) Plan currently in place at MCSI. The RtI plan outlined below is based on a three-tier model which identifies and supports struggling students and students with disabilities.

Response to Intervention (RtI) is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all MCSII students, and to identify students potentially at risk of academic difficulty. Early intervention will take place prior to a student’s referral and is part of the process by which a struggling learner is differentiated from a student with a disability. The school will do everything possible to support students prior to a referral.

Please see pages 52-62 of Attachment 43 - Supplemental Information –RtI Supporting Documents for more information on Manhattan Charter School II’s RtI plan.

MCSII 3-Tier RtI Model



Key Concepts

Manhattan Charter School II’s RtI process will involve:

- Highly qualified teaching staff provides rigorous instruction to **all** students in the general education class using research-based programs & best practices.
- Periodic school wide assessment facilitates early identification of students struggling to make appropriate academic progress, (Stanford 10, Terra Nova, NYS ELA & Math, BMAS, ECLAS).
- Curriculum Coaches provide ongoing support and supervision of teaching staff. Teachers will provide coaches with names of struggling students for consideration of additional supports and services.
- For struggling learners, teachers develop a ‘Tier 1 Student Profile,’ to document the academic and/or behavioral difficulties for students in need of additional support.
- A Multi-Disciplinary Student Support Team (MDSST), consisting of general educators, curriculum coaches, special educators, and related service providers will analyze data from multiple sources, e.g., standardized tests, NYS Exams, teachers, intervention specialists, etc. Data is used to make informed decisions regarding changes to a student’s educational program and generate a range of Tier 1 In-Class Interventions..
- Provision and implementation of a range of in-class instructional supports and accommodations by general education staff (Tier 1 Interventions).
- Provision of intensive, small group instruction for students who continue to struggle despite receiving in-class supports, (Tier 2 Academic Intervention Services, AIS).
- Continual monitoring of student progress.
- Making informed referrals to the Committee on Special Education to determine if a child has a disability and requires special education services (Tier 3 Interventions).

A) Tier 1: Identification of Struggling Students & Student Profile Development

Prior to receiving Academic Intervention Services (AIS), a Tier 1: Response to Intervention Student Profile will be developed, (See Attachment 42 – Supplemental Information, pages 43-49). This profile will contain the following artifacts:

- A completed Student Profile cover sheet
- Narrative of Student Strengths and Needs
- Student Observation Checklist
- Tier 1 Interventions attempted in the classroom
- Summary of existing assessment data
- Samples of student work demonstrating specific areas of need

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- Other relevant materials, e.g., most current report card

Teachers provide an accurate and comprehensive representation of a student's academic difficulties, including current levels in math and reading, areas of need, and factors that are impeding the student's success in the classroom.

B) Tier 1: Multi-Disciplinary Team Meeting and Goal Setting

If a student is not making appropriate academic gains in the classroom, he/she may be eligible for more intensive remediation. Following the creation of a Tier 1 Response to Intervention Student Profile, a multi-disciplinary intervention team will convene to analyze cumulative data and develop an individualized academic intervention plan to address areas of student need. Teacher and assistant teachers will be given a range of instructional supports, strategies and/or programs to be implemented in the classroom.

Members of the Multi-Disciplinary Student Support Team may include the any or all of following members:

- School Principal
- Classroom Teacher
- Assistant Teacher
- Special Education Coordinator
- Intervention Specialist
- School Psychologist, Counselor or Social Worker
- Speech Therapist
- Parent

C) Tier 1: In-Class Interventions

In addition to providing comprehensive, balanced instruction to all students, classroom staff will implement a range of in-class modifications, accommodations and interventions to support the engagement of struggling learners. Classroom staff will have access to supplemental materials to work with students individually or in small groups.

Coaches and classroom staff will monitor the relative efficacy of in-class interventions. If a student continues to fall significantly behind peers despite attempted interventions, the student will be eligible to receive more intensive Academic Intervention Services (AIS), in a separate location.

D) Tier 2: Academic Intervention Services (AIS)

The aim of Academic Intervention Services at Manhattan Charter is to provide systematic and meaningful instruction to address the academic needs of individual students. Through AIS, students will develop a range of independently applied skills and strategies to better engage the classroom curriculum.

Intervention staff will:

- Generate current assessment data to further target problem areas in struggling students
- Share assessment findings with the Multi-Disciplinary Intervention Team
- Create groupings of students with similar strengths and needs

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- Provide meaningful instruction to increase global reading, language and math skills
- Increase student's range of independently applied strategies to decode and understand written content
- Assist students to minimize distractions and focus on a given task at hand
- Increase self-esteem through positive reinforcement and tracking of relative progress.

Areas that may be addressed through AIS

- Decoding
- Phonemic Awareness
- Reading Comprehension
- Listening Comprehension
- Vocabulary Development
- Writing
- Math Computation
- Math Problem Solving

Instructional Discrepancies Between General Education and Academic Intervention

- Smaller groupings allow for increased attention to individual students
- Increased opportunities for ongoing review
- Focus is on **mastery** of a narrower scope of content or skills
- Intervention can include remediation and review of earlier skills, in addition to assistance with current classroom content
- Pace and content of lessons is to be determined by a student's relative mastery of a given skill or concept

E) Tier 3: Referral to CSE and Review of Procedural Safeguards

If it is determined that a student requires special education services to fully participate in the general education curriculum, then Manhattan Charter School staff will work with parent(s) to review Procedural Safeguards and their respective legal rights under Federal and State law to ensure the provision of a free and appropriate public education, FAPE). Parents are informed of steps in the Special Education process, i.e., referral, evaluation, determining eligibility, creating an IEP and participating in annual reviews.

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a) Students with Disabilities

Special education programs and services at Manhattan Charter School II (MCSII) will be provided in accordance with federal laws and regulations relating thereto and with the individualized education program (“IEP”) recommended by the Committee on Special Education (“CSE”) serving the student’s school district of residence. MCSII will replicate the program of Manhattan Charter School (MCSI) and is committed to abiding by all policies and procedures required by federal and state special education, in addition to state charter school rules and regulations. Enrolled students will fully participate in the general education curriculum and state assessments and receive a range of special education services and accommodations in accordance with their most recent IEPs.

Identification of Students with Disabilities

To identify students with disabilities and ensure prompt delivery of service, the Special Education Coordinator will ensure that IEPs are available on site for all enrolled students, including newly admitted students. Through March 2011, the following CAP and ATS reports have been used at MCSI to ensure total compliance: RACL, ROCL, RACP DP (Detailed Placement), R201, R214, R236 and R314 Reports. Subsequent to March 2011, MCSII will utilize the Special Education Student Information System (SEGIS) to monitor special education data, including referrals, provision of services, and tracking of student progress and reporting.

Within the first two weeks of school, the Special Education Coordinator will meet with all MCSII staff to review Chapter 408 regulations and a student’s most recent IEP, including classification, current levels of performance, annual goals and testing modifications. The Special Educator Coordinator will work with relevant agencies to acquire services on IEPs.

Teachers will be provided with a copy of MCSII confidentiality guidelines and a hard copy of their students’ IEPs, which is stored in a locked file cabinet in the classroom.

Description of the Referral Process

Request for Referral and Initial Evaluation Process: Subsequent to the three tier Response to Intervention model employed by MCSII to identify struggling learners and provide timely intervention, the following procedures are used to initiate a referral and evaluation for a student suspected to have a disability to the Chairperson of the Committee on Special Education (CSE).

School Initiated Referrals: Informed by assessment and classroom data, the teacher and Special Education Coordinator and Intervention Specialist will confer with the Principal and complete a written request for an initial evaluation to the Chairperson of the Committee on Special Education. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Following approval by the school principal, the request for referral is forwarded to the CSE.

Parent Initiated Referrals: MCSII will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents are given a copy of procedural safeguards and sample letter that outlines necessary information to be contained in a request for

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referral and initial evaluation. If requested by the parent, the School is able to write a request on their behalf and obtain the parent signature.

Compliance with all laws and regulations

MCSII will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, the School will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, the School will make any necessary data available to the district in a timely fashion. MCSII also will comply with 8 NYCRR §119.3, as amended, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities. In compliance with 34 CFR §300.750, the School will submit annually the following reports by the dates noted:

PD-1C	Count of Students with Disabilities	December 1
PD-4C	Students in School-Based Program and Separate Settings	February 1
PD-5C	Students Exiting Special Education	mid-July
PD-6	Special Education Personnel	February 1
PD-8	Students with Disabilities Suspended for Disciplinary Reasons	mid-July

MCSII will provide the following assurances in respect of Special Education:

- The School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, applicable to it.
- The School will, consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:
 - have available a free appropriate public education (FAPE);
 - are appropriately evaluated;
 - are provided with an IEP;
 - receive an appropriate education in the least restrictive environment;
 - are involved in the development of and decisions regarding the IEP, along with their parents; and
 - have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- The School will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with CSEs; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The School may permit the special education coordinator to take on additional administrative duties to extent that they do not interfere with the coordinator's responsibilities to ensure the School's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act of 1990.
- The School will make available, as required by law, a student's regular and special education teachers (and other required School personnel) for meetings convened by such

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student's CSE.

- The School will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- The School will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.
- The School's special education coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
- The School will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation.
- The School will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The School understands that these responsibilities are left solely to the CSE of the student's district of residence.
- Appropriate School personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department.

Least Restrictive Environment (LRE) and Free and Appropriate Public Education (FAPE)

MCSII will provide special education students with a free and appropriate public education by educating them in the least restrictive environment. To the maximum extent appropriate, students with disabilities are educated in regular classrooms. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students with disabilities also, as appropriate, have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and activities with students in the regular education program. Students with disabilities receive the same notices concerning school sponsored programs, activities, and services as other students.

Testing Accommodations

According to the Individuals with Disabilities Education Act (IDEA '97), "Children with disabilities must be included in general state and district-wide assessment programs, with appropriate accommodations where necessary" [612(a)(17)(A)], and if general assessments are still not appropriate, alternate assessments are provided." MCSII will work in conjunction with the local Committee on Special Education to determine how children with disabilities will participate in assessments, what accommodations will be used, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. All testing accommodations and assessment requirements mandated by a student's IEP

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will be provided.

For students with severe disabilities, who cannot participate in state and district wide assessment programs, despite given accommodations, MCSII will measure progress in achieving the learning standards through datafolios that highlight what the student can or cannot do in the subject areas of English language arts, social studies, mathematics and science. Using information gathered over the course of the school year, datafolios may include student work samples, data collection forms, digital media, e.g., digital photographs, video and audiotapes. MCSII will also include a parent survey to increase parental input and awareness of home based student performance. Assembled datafolios will be submitted to the principal prior to meeting with parents.

Services Provided Directly by Manhattan Charter School II (MCSII)

To address the needs of students with a broad range of disabilities and needs, MCSII will employ a NYS certified Special Education Coordinator and Intervention Specialist in accordance with the growth plan of the School who, under direct supervision of the Principal, will:

- Ensure optimal implementation of the special education program
- Facilitate the acquisition of all necessary special education documents of incoming students
- Conduct a CAP, or SESIS search of all incoming MCSII students to determine current IEP mandates and review dates
- Ensure that the computerized tracking system accurately reflects the provision of special education services
- Communicate with external contracted agencies to begin related services as early as possible in the school year
- Serve as a liaison between the school and CSE/ISC to schedule completion of annual IEP reviews before compliance date
- Coordinate the acquisition of all progress reports from general and special education teachers and related service providers needed for annual reviews and quarterly reports of student progress.
- Provide direct instruction to students receiving SETSS and Academic Intervention Services
- Help determine whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.
- Review the student's existing evaluation information, including evaluations and information provided by the parents of the student, current classroom-based assessments, local or State assessments, classroom-based observations, and observations by teachers and related services providers.
- Acquire and review the current IEP to determine mastery of stated IEP annual goals, and assessing current levels of achievement and progress towards meeting academic standards
- Conduct classroom observations and 1:1 assessments of at-risk students, taking under consideration special factors that may impede student's learning, special education needs in relation to the general education curriculum
- Identify instructional and classroom management strategies that can help student be

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successful in the classroom

- Consult with general educators, other special education providers, and parents as needed
- Provide support and advocacy to MCSII parents in regards to the CSE referral, evaluation and IEP development process
- Prepare for and attend IEP meetings on behalf of students initially referred to special education
- Provide classroom teachers with an intervention packet, designed to increase student sight word recognition, phonemic awareness, reading comprehension and writing skills and share Instructional Strategies designed to Increase Accessibility
- Deliver targeted, small group instruction to IEP and struggling Non-IEP students to maximize student accessibility to classroom curriculum content
- Complete other related duties as determined by the School Principal

The Special Education Coordinator and Intervention Specialist will also contact approved agencies to ensure the timely commencement of related services, (Speech, OT, Counseling) and seek to resolve any issues impacting the provision of RSA letters. Furthermore, he/she will follow up with related service providers assigned to MCSII to verify that first attend dates have been entered via the IVR system.

The provision of SETTTS and related services shall be provided in the general education classroom or in a separate location as determined by the student's IEP. If a location is not specified on the IEP, it will be left up to the discretion of the RSP, general or special education teacher to determine optimal provision of services to address student needs.

Teacher(s) of a Student with a Disability

The School will provide substitute coverage to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student's regular education teacher is involved in the development and implementation of a student's IEP, provided the student is, or may be, participating in the regular education environment. MCSII will ensure that the teacher is knowledgeable about the student's needs and helps implement any modifications or accommodations as determined by the local CSE. Every teacher of a student with a disability is provided with a copy of the student's IEP, and training will be provided, as needed, to ensure the teacher's understanding of the student's needs. The special education students and their parents are involved with the development of and decisions regarding the IEP when appropriate. Specifically, in September, general education teachers and related service providers will meet with the special education coordinator to obtain and review a copy of each student's IEP. Teachers are informed of the nature and amount of specialized instruction the student is to receive, including specific accommodations, modifications, and supports that must be provided for the student as determined by the IEP. In addition, teachers are informed of confidentiality guidelines governing appropriate storage and sharing of all student IEP's. After meeting with the special education coordinator, teachers and related service providers will complete an IEP Implementation form.

The School assures that all special education teachers will be "highly qualified."

Staff Development

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Supplement to the school wide professional development program at MCSII, teachers will receive ongoing 1:1 consultation and instructional and behavioral support from the Special Education Coordinator and Intervention Specialist on all relevant special education topics and interventions. The purpose is to inform teachers of current laws governing special education, ensure compliance with all New York State special education requirements and increase the range of implemented supports in the classroom to maximize access to the general education curriculum for students with disabilities.

The following are examples of topics to be covered in 1:1 special education consultation sessions with teachers:

- Overview of the special education referral process
- Review of components and legal obligations of student IEP's
- Confidentiality of Records
- Free and Appropriate Education/Least Restrictive Environment
- Continuum of Special Education Services and placements
- Review of testing accommodations
- Environmental Accommodations and modifications
- Instructional Accommodations and Modifications
- Curricular Adaptations and Modifications
- Changing the manner in which material is presented
- Classroom management and behavior modification strategies

In addition to consultation, teachers and Instructional Assistants are provided with several resources to address the needs of struggling learners. These include:

- Training in various assessments and reading programs to address literacy concerns, e.g., Qualitative Reading Inventory, Phonemic Awareness Test (PAT), Concepts About Print (CAP), Preventing Academic Failure (PAF), Glass Analysis, Handwriting Without Tears, and Ready, Set, Read.
- Provision of supplemental remedial resources: Digital leveled readers, continuum of all phonemes, sight word cards, reading comprehension strategy guides
- Access to current special education publications, research and websites, e.g., Council for Exceptional Children

Coordinating with the Student's District of Residence

In September of each school year, the Special Education Coordinator will provide a CSE representative with a comprehensive list of all MCSII students with current IEP's, including mandates, review dates and testing accommodations. Annual and Triennial Review will be scheduled before the compliance date on a rolling basis. He/she shall be responsible for obtaining all necessary reports and documentation prior to CSE meetings. In addition, he/she shall ensure the participation of the parent(s), general education and special education teachers at the meeting. The General and Special Education teachers are expected to present information about the student's current level of performance in the classroom and help determine whether existing or additional services and/or program modifications are necessary for the student to participate in the general education curriculum to the fullest extent possible. In the event that a student's IEP is deemed too restrictive or lacking sufficient services or supports, the Special Education Coordinator will work in conjunction with CSE personnel, parents and teachers to

ensure its timely revision to reflect a sufficient level of services, supports and accommodations, including placement of a student in an appropriate classroom setting.

Supplementary Provisions Relation to the Discipline of Students with Disabilities

Generally

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that MCSII, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. MCSII will comply with sections 300.519-300.529 of the Code of Federal Regulations (“CFR”) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student’s disability.

The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. MCSII will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional

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instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, will make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.520(a)(2) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

b) English Language Learners

Identification and placement of English Language Learners (ELL)

Manhattan Charter School II plans to identify ELL students by using the State Education Department's Home Language Questionnaire. If it is determined from the questionnaire that a student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, School staff will conduct an informal interview in English. If the interviewer determines that the student speaks no English, that pupil will be classified as an ELL student. If the interviewer determines that the student speaks some English, an oral exam will be administered.

The School will administer a written exam (such as the LAB-R) approved by the State Department of Education. If the student scores above the designated proficient level, the student will be determined not to be an ELL student. If the student scores below the designated proficient level, s/he will be referred to a responsible party at the School and eligible for English as a Second Language (ESL) services.

Those overseeing the ELL program may include an administrator, teachers, and an ELL consultant, who will use additional instruments (such as performance in school and on other standardized tests) to determine whether to provisionally classify the student as an ELL student.

In addition to identifying students during the pre-enrollment period, the School's teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency is tested to determine if and what level of services are necessary.

ELL students will not be inappropriately placed

English Language Learners at MCSII will not be misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities).

The School will guard against inappropriate referrals for special education services for ELLs. The best precaution against inappropriate referrals is a strong program of instructional interventions prior to initiating the formal referral process. The normal process of language acquisition and cultural adjustment must not be confused with learning or cognitive processing disabilities. When a referral is made, therefore, a native language evaluation will be conducted to eliminate the possibility that the perceived need is related to the primary language or cultural background of the student.

Conversely, students who have a genuine special education need that is not attributable to normal language acquisition or cultural adjustment will not be denied special education services. A thorough evaluation with multiple criteria in both English and the child's native language will assist in making reasonable, informed decisions regarding the true need for placement in special education. Once placed, ELL/LEP students will have Individualized Educational Plans (IEPs), as is the case with all students receiving special education services. In creating IEPs for limited English proficient students with disabilities, attention will be given to three primary issues affecting student success: the identified disability, the acquisition of English skills, and the

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cultural background of the child.

Diagnostic screening of pupils for ELL/LEP designation will be performed in the pupil's native language if the language of the home is other than English. In the case of new entrants, it will be performed prior to the school year, if possible, but no later than December first of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December first of the school year.

Diagnostic screening shall include, but not be limited to:

1. a health examination by a duly licensed physician, or evidence of such in the form of a health certificate, in accordance with sections 903, 904 and 905 of the Education Law;
2. certificates of immunization or referral for immunization in accordance with section 2164 of the Public Health Law;
3. a determination of receptive and expressive language development, motor development, articulation skills and cognitive development;
4. a determination that the pupil is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an informal interview in English:
 - a. The results of the diagnostic screening shall be reviewed and a written report of each pupil screened will be prepared by appropriately qualified school district staff. Such report will include a description of diagnostic screening devices used, the pupil's performance on those devices and, if required, the appropriate referral.
 - b. A pupil who may have a handicapping condition shall be referred to the committee on special education no later than 15 calendar days after completion of such diagnostic screening. Such referral will be accompanied by the report of such screening.
 - c. A pupil identified as possibly gifted will be reported to the superintendent of schools no later than 15 calendar days after completion of such screening. Such referral will be accompanied by the report of such screening.
 - d. A pupil being identified as limited English proficient will be assessed in accordance with part 154 of this title.

Exit criteria and assessment of ELL students

No single behavior, strategy, activity, or task can provide a comprehensive picture of student learning. Only a variety of measures, examined carefully over a period of time, can give an accurate and complete picture of a student's progress, strengths, and needs. The basic assumptions about the teaching and learning of language arts underlie the need for teachers to observe LEP/ELLs at all stages of the processes of reading, writing, listening, and speaking, and to informally assess their progress, help them evaluate their own work, and formulate instructional strategies according to their needs. In addition to using the scores on the New York State English as a Second Language Achievement Test (NYSESLAT) to indicate the proficiency level the student has achieved each year, ongoing informal assessment (and evaluation) will be an integral part of the classroom routine.

The proficiency of an identified ELL/LEP student in the English language will be measured at least annually to determine whether continued special services are warranted. MCSII will evaluate each student's performance in academic content areas to measure the student's progress

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in core subjects. The School also will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student’s level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services.

Scores on the New York State English as a Second Language Achievement Test (NYSESLAT) indicate the proficiency level the student has achieved each year, and whether the student’s level of English proficiency is high enough to exit the ESL programs or services.

MCSII will measure all classified ELL students’ language proficiency formally once a year through the New York State English as a Second Language Achievement Test (NYSESLAT). Results will be used to determine whether continued special services are warranted, which determinations shall be made at all times in compliance with applicable laws. ELL students’ achievement will also be measured informally and more frequently by evaluating each student’s performance and progress in core academic areas.

All MCSII students, including ELL students, will achieve the school’s high standards

ELL students will be taught the same academic content and skills in the same classrooms as their English-speaking peers, and will be held to the same high standards.

Program Model

To help the ELL students at MCSII achieve the same high standards as the rest of the students, we plan to use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school’s regular classes which are taught in English, some students may need extra support. We may provide this by bringing in an ELL consultant who pushes in during the longer English Language Arts blocks to support the ELL students, through additional tutoring during our long lunch hour, by providing additional support during the English Language Arts time in the younger grades or, if necessary, by pulling ELL students out of the Foreign Language classes in the upper grades.

The educational soundness of the English-immersion model

English language immersion programs have become more extensively used in the United States since California, often thought to be the leader in educating ELL students, banned bilingual classes because they were determined to be ineffective. Since California and other states have introduced English-immersion programs, ELL student success has been documented. Not only has the percentage of English-language learners that California school districts reclassify each year as fluent in English increased, but elementary and middle school English language learners have significantly improved their overall scores on California’s statewide standardized test for a third year in a row.

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Because our school begins in kindergarten and does not plan to accept new students other than in kindergarten, first, and second grades (except for the first academic year when only kindergarten and first grade will be offered), MCSII will be able to more successfully immerse students in classes that are exclusively taught in English than we would with older students. In New York City, the Department of Education has also documented the success of its English immersion program, particularly for younger students. The department's own research shows that, "...nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years and a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate..."

How staff, curricular materials, and facilities will be used

MCSII will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. MCSII will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. We have budgeted sufficient funds to provide for consulting, support services and additional curricular materials and facilities necessary to support all ELL students.

Curricular materials and facilities for the implementation of the instructional program for ELL/LEP students will not be inferior to those materials and facilities available to English proficient students. Native and second language reading, writing, listening, and speaking will be taught in a literate environment in which teachers surround their students with multicultural and bias-free literature, nonfiction, newspapers, periodicals, non-print media, and technology, including materials in the native languages found in each classroom. The school will adapt their materials to meet the specific needs of ELL/LEP students as necessary and efforts will be made to give LEP/ELL students access to native language resources (e.g., native language libraries).

In addition, computer-based innovations will be used to enhance student achievement in English and in the native language. Word processing, desktop publishing, the World Wide Web, and e-mail will be used to make learning more interactive, link distant classrooms, encourage critical thinking and independent learning, and foster language development.

Teachers will have access to the series of resource guides developed by the New York State Education Department for lesson planning with ELL/LEP students. An integral component of these guides is learning experiences. These learning experiences are rich in content, linked to the standards, and designed to assist students in becoming more independent thinkers. Learning experiences differ from lesson plans. They are generally projects, focusing on multiple aspects of learning extended over a period of time — weeks rather than days. They are content-based rather than skills-driven. In other words, the purpose of a learning experience is for students to learn more than just specific language skills. The students also gain understanding about topics such as geography, science, or social issues. A variety of learning tools are used, including novels, magazines, the Internet, and personal interviews. Inquiry and discovery are often elements of learning experiences in place of work sheets and exercises.

In implementing these learning experiences, the school hopes to develop the linguistic and cognitive abilities in all LEP/ELLs that will enable them to achieve the higher expectations of

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the standards and assessments. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. This is true not only for native language arts instruction in which new concepts are introduced in the first language and then transferred to English, but also in ESL instruction in which the teacher utilizes the students' prior experience to scaffold their knowledge and abilities to complete increasingly complex academic tasks.

ELL Staff Development

All teachers of LEP/ELLs are role models, guides, facilitators, and co-learners who recognize individual student needs; learning styles; developmental stages; and diverse cultural, linguistic, and experiential backgrounds as they build on student strengths.

In an effort to best serve LEP/ELL students, all staff who are directly involved with those students will participate in sustained professional development with focus on the language, the culture heritage, and the instructional methodology appropriate for learners of a second language. Staff development may include activities such as the Bilingual/ESL Staff Academy for Raising Standards (BESARS), developed by the NYSED Office of Bilingual Education. The Professional Development Academy in the BESARS program is a collaborative turnkey training model in which an English language arts teacher, a native language arts teacher, and an English as a second language teacher participate in a strong professional development and tutorial program. The academy is designed to capitalize on the strength and expertise of each member of the team to develop the language arts instructional program necessary to help limited English proficient/English language learners meet the challenge of the English language arts standards. Professional development with a focus on ELL/LEP learners will enhance staff appreciation for the LEP/ELL students' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for LEP/ELL students; address research in second language learning, bilingual education theory and practice, and ESL methods for teaching content areas; and introduce techniques to improve staff communication with parents and guardians of LEP/ELL students.

Parents are their children's first teachers. The school believes that the involvement of all parents, including parents of LEP/ELLs, contributes to their children's learning and enables students to succeed not just in school but throughout life. Support for parental involvement is shown in compelling research evidence suggesting that parental involvement has positive effects on children's academic achievement.

Teachers in bilingual classrooms will adhere to Section 80.9 of the Amendments to the Regulations of the Commissioner of Education concerning their certification as teachers of bilingual education.

ELL students will not be excluded from any school programs

ELL students, based on their difficulties speaking English, will not be excluded from any curricular or extra-curricular activities due to language barriers.

Evaluation of the program model

MCSII will measure our success in serving ELL students by evaluating the following:

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- The New York State English as a Second Language Achievement Test (NYSESLAT) to measure progress toward English proficiency, as required by the state;
- informal teacher observations to determine improvement in English comprehension and speaking in core academic areas;
- teacher exams and standardized tests that all students take to determine progress in academic skill and content areas (standardized test results will be disaggregated to show ELL student progress); and
- an evaluation of ELL parent participation in school events and parent-teacher conferences to determine if ELL families are understanding communication sent home by the school and are regularly visiting the school.

If sufficient success is not demonstrated in the above areas, and if ELL students are not shedding their ELL status, the School will make modifications to the ELL program as needed.

Planned outreach to parents

To encourage participation in the school, parents whose English proficiency is limited will receive notices and information from the school in the language they best understand or otherwise authorize. Based on the Home Language Questionnaire, the School will know which students come from homes in which languages other than English are primarily spoken.

MCSII will seek to employ multiple bi-lingual, bi-literate Spanish speaking staff in the main office that can provide document translation services. As the need arises, MCSII will contract with document translation services for services in languages other than English and Spanish.

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c) Struggling Students

Manhattan Charter School's Response to Intervention Plan has been developed with struggling students in mind. Please refer to the RtI plan in the introductory section to this attachment for more information on how MCSII will identify and provide services to struggling students.

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d) Advanced Students

Identification: MCSII will hold its students to very high academic standards. Students' intellectual abilities are assessed upon arrival at MCSII and assessment is an ongoing process. Classroom teachers at every level will work strategically to collect a wealth of assessment data which informs instructional decision making. The assessment process will be critical to identifying a student's unique strengths. The MCSII assessment process will allow for identification at multiple levels of intelligence.

Assessment methods fall into three main categories: Summative, Formative and Student Self-Assessment. Teachers create assessments in collaborative grade level teams and discuss their administration. The assessment types include selected response, extended written response, performance assessments and products, and personal communication. Teachers create multiple ways to track data on students over multiple assessment periods. This allows each teacher to accurately identify the growth rate represented in the students' performance, as well as how to adequately adjust instruction to advance the learner.

Definition: MCSII will define the "advanced learner" as a student who exceeds academic expectations. The advanced learner is able to consistently provide unique perspectives, advance ideas, and excel at multiple levels independently.

Curriculum: MCSII will pride itself in its truly integrative study of subject areas across grade levels. Many facets of the integrated curriculum that will allow the teacher opportunities to extend learning and thinking beyond the projected norms of the grade. Students will be encouraged to take leadership roles in the class in whole group and small group instruction.

Each subject will lend itself to a unique model for differentiation.

READING: Students will be assessed in reading using the Fountas and Pinnell benchmark system. This provides an accurate picture of each individual child as a reader, with unique details on a student's strengths. Once the assessment data is collected, the teacher will create an individual reading plan for the student. Advanced readers will be given the opportunity to read books on their own level, as well as specially tailored strategy and skill instruction on how to become a stronger reader.

WRITING: In the writing workshop model, MCSII teachers will work to create advanced writing opportunities for all. Students will be encouraged to assess their own writing and will privately confer with teachers on skills for improving their work. Special opportunities are embedded in the writing program to help writers advance their skills. Students will be encouraged to explore their interests and express new and different forms of expression within their writing. Students will compose writing pieces independently and will maintain a portfolio of work that includes a several published pieces to celebrate their accomplishments.

MATH: MCSII has created a math curriculum that alleviates isolation of math processes by integrating math into the wider curriculum. Students will participate in differentiated

Attachment 13 - At-Risk Students

math groups where teaching is targeted to advance skills with unique cooperative experiences.

SCIENCE: Students will lead scientific inquiries during experiments and investigation. They will be given opportunities to document observations, for writing and drafting hypotheses, and for creating and building performance based assessments.

MUSIC: Unique abilities will be cultivated in the music program at MCSII. Students will be allowed the opportunity to explore creating instrumental music, improvisation and writing musical notation.

Collaborative Team Planning: MCSII grade level teams will have two major components: teachers and educational assistants. There will be two teachers on a grade level for each grade in MCSII. Teachers will be able to co-plan activities/lessons and will create unique models to reduce heterogeneity within the grade by accommodating learners at all different levels, particularly in reading. Educational assistants will be assigned per grade level in grades 3-5 and per classroom in grades K-2. They will be a key part of the delivery of delivering differentiated instruction to students at advanced levels of performance.

Professional Development: MCSII has created a unique model which enables teachers to use current data for diagnostic purposes. Grade level team meetings are built into the academic program, and are designed to let teachers share current data, lesson innovation and other teacher-created opportunities for student advancement. Teachers are able to share best practices that have been proven successful in working with advanced learners. They look to each other as resources and share professional dialog on classroom strategies.

MCSII is committed to the formation of a data team. This data team will be engaged in promoting a culture where teachers are able to share ideas, inferences, predictions and teaching implications based on data collected by their colleagues.

MCSII has invested in professional development in creating a atmosphere in each class that promotes excellence at every level. A reading consultant has worked intensely with grade level teams on using our assessment data diagnostically and adjusting the instruction to advance the high performing students.

Instructional Leadership Positions and Roles and Responsibilities

MCSII will replicate the organizational structure and growth plan of MCSI. Instructional Leadership positions at MCSII will include a Principal and Instructional Coaches. Reporting to the Principal will be one Instructional Coach beginning in Year 1 and two Instructional Coaches beginning in Year 4. Beginning in Year 4, one coach will focus on K-2 and the other on grades 3-5. The Chief Academic Officer and Principal of MCSI will support the Principal in implementing the mission, culture and instructional program of MCSII.

The Principal will be the instructional leader of MCSII. The goal of the Co-leader model of MCSII is to free the Principal, to the extent possible, from day to day operational, human resources and administrative functions of the School. The Principal, in coordination with the Business Director, will be responsible for teacher supervision and performance. The Instructional Coaches will report to the Principal and will be instructional, operational and strategic leaders who work in close collaboration with all MCSII leadership, and support teaching staff in curriculum implementation and instructional practice.

Instructional Coaches will be responsible for assessment and data coordination. In particular, in collaboration with the lower grades coach, they will coordinate the administration of assessments, including but not limited to New York State, value added and other local assessments. They will work with leadership to produce customized reports for teachers based on assessment data and provide ongoing support and training to teachers on how to use data to drive student achievement and make necessary changes to instruction.

The Instructional Coaches will be instructional leaders at MCSII for all purposes except teacher evaluation. They will supervise and support teachers through demonstrating best practices, which includes, but is not limited to, observation, providing feedback, modeling instruction and co-planning lessons. Instructional Coaches will also provide guidance in classroom and instructional planning, the gathering of instructional resources, and classroom management in support of student mastery of standards. They will design and deliver targeted, high-quality professional development for new and experienced teachers across the school year for developmental purposes.

The Instructional Coaches will be responsible for curriculum coordination by collaborating with teachers and leadership on curriculum development and implementation. They will monitor curriculum maps and ensure rigor and completeness in the grades for which they are responsible. They will collaborate with teachers on the implementation of software to support curriculum alignment with state standards, and will coordinate purchasing and maintenance of curricular materials for grades for which they are responsible.

Teacher and Student Expectations, Teacher Support, Evaluating Teacher Performance and Accountability for Student Achievement

MCSII highly values student achievement, and its school culture will be designed to support it. Measurable goals will be part of MCSII's charter, and MCS II's Draft Accountability Plan (Attachment 17(a)) likewise includes rigorous, measurable goals for student achievement.

Attachment 14 – Instructional Leadership

MCS II will institute the same Performance-Based Compensation System developed and in place at MCSI, and funds have been budgeted for its implementation. The School's commitment to student achievement for all learners is reflected in the Performance-Based Compensation System's focus on student growth, with targets being unique, reasonable and rigorous for each child and based on baseline assessment data. The rubric for setting targets will be shared at the beginning of the year with all instructional staff and achieving student growth targets will drive conversations between teachers and leadership about professional development each year. Since students' growth targets are individualized and, as an extension, teacher professional development goals are individualized, one supports the other. Teacher performance and compensation will be based on meeting student growth targets. As part of the Framework for Teaching evaluation tool, teachers and leadership will reflect on an ongoing basis about the effectiveness of the professional development plan and the instructional strategies used. MCS uses the Danielson Group's Framework for Teaching as part of our teacher evaluation tools.

Monitoring Program Effectiveness

Instructional leaders will monitor the effectiveness of the academic program through continuous review of assessment data. In particular, the School will use Stanford-10 data, Fountas & Pinnell Benchmark Assessment System, New York State assessments, and New York State practice assessment data across administrations to determine whether student gains have been made, and to determine the efficacy of the academic program. When the data reveals weaknesses in certain content areas or for particular grades or subgroups, the School will use a data inquiry protocol to drill down and identify the source of the problem, which could be curricular, programmatic or instructional. This is an advanced skill used at MCSI that has helped the School build on what works and shed methods and techniques that have proven less effective. MCSII will receive the same training from TERC currently underway at MCSI.

Professional Development

MCSII believes that teacher quality and effectiveness is the key to high student achievement. As such, the School will invest heavily in developing high-performing, effective teachers. Teachers at MCSII will benefit from a vast array of professional development **resources**, including trainings, tools for improvement, and opportunities for collaboration and communication.

Professional development will be delivered throughout the year, but will have special focus in the Summer Institute. MCSII instructional staff will return to school for two weeks of professional days prior to the start of the school year. The MCSII Summer Institute will be used to introduce to new staff and remind returning staff of the School's mission, personnel and student policies, curriculum, instructional methods and assessments. Training for the faculty will be provided by the Special Education Coordinator and Intervention Specialist in the 3-Tier Response to Intervention model, including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. MCSII teachers will also receive training in meeting the needs of English Language Learners and best practices for instructing ELL students.

Team building exercises will be incorporated into the Summer Institute to familiarize staff with one other, start to learn each other's work styles, and build community. After the first year, Summer Institute will be used for in-depth training in a core content area, as well as a time for professional collaboration among colleagues. For example, the MCSII Summer Institute in 2013 might focus on literacy instruction. Teachers would be provided with two full days of training by Heinemann Publishing on Fountas and Pinnell's Continuum of Literacy Learning. In addition, an English Language Arts consultant would provide faculty-wide training in the Lucy Caulkin's Readers and Writers Workshop and would work with MCSII teachers and teams to plan beginning of the year English Language Arts instruction. The School's data consultant would work with teachers to understand the types of data collected from the School's selected ELA assessments and provide training on flexible grouping and instructional strategies.

MCSII instructional staff will remain for one week of professional development after the completion of the school year to take down classrooms and complete an intensive curriculum review. The overall effectiveness of the curriculum will be determined based on student achievement measured against end of year goals. During this time, leaders will also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing plan for the following school year.

Beyond dedicated time at the beginning and end of the school year, there are student half days built into the school calendar at least twice a month and the School will use the afternoons for professional development. On a weekly basis, there will be at least one common planning time for each grade level and one common meeting time for each grade level together with their Instructional Coach. These weekly grade level or content area meetings will be designed to review and discuss student data, plan instruction based on student data, plan and review student academic interventions, and review the curriculum, as well as devise instructional strategies. These meetings will be a time to review progress toward individual student growth targets. On a daily basis, all instructional staff will be required to stay until 4:30 pm, one hour after student dismissal. This time will be use for all staff, grade level, inter-grade level or one-on-one

Attachment 15 – Professional Development

meetings with instructional leaders or content area expert consultants for professional development purposes.

Professional development will be provided by content area expert consultants, Principals, Instructional Coaches and teachers from both MCSI and MCSII. The two schools will have the opportunity to share professional development resources. MCSI has content area expert consultants that it has used for the past four years in ELA, math, science, art and data-driven instruction. These consultants understand the culture and expectations of MCSI, which MCSII seeks to replicate. The sharing of these consultants will happen during large group presentations during Summer Institute, multi-school grade level meetings and training for Instructional Coaches.

Supported by content area expert consultants, Principals and Instructional Coaches will share best practices across MCSI and MCSII to **meet the needs of all teachers**, including novice teachers, teachers new to the school, veteran teachers and teachers of all subjects. MCSII is committed to student achievement for all learners and will set growth targets that are unique, reasonable and rigorous for each child, and are based on baseline assessment data. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher professional development need(s) and instructional strategies used to engage students to meet or exceed their learning goals. In this way, MCSII will be committed to individualized professional development for each teacher.

MCSII teachers will attend professional development trainings off-site as part of their individual teacher development. Teachers will attend training sessions provided by the Center for Educational Innovation-Public Education Association (CEI-PEA) and local, state, or national trainings or conferences to further their professional development as educators and enhance their classroom instructional practices.

MCSII is also committed to a collaborative and collegial model of professional development. Teachers at MCSII will provide training for each other in a collaborative learning model. For example, teachers who have gained advanced proficiency with using Promethean Boards for instruction will offer afterschool trainings for those who are not yet proficient. Teacher collaboration will be a priority at Manhattan Charter School II, and MCSII teachers will be provided many opportunities to work together and learn from each other.

All MCSII teachers will have the opportunity to participate in Critical Friends and Peer Review. The goal and purpose of these meetings will be to develop a community of practice and allow teachers to share professional knowledge. In these meetings, teachers will share best practices, engage in professional conversations using protocols, assess student work, review and discuss student data, use standards-based rubrics to guide conversations about curriculum and instruction, and make presentations in a non-evaluative manner. Critical Friends will evaluate the effectiveness of instructional strategies used to engage students to meet goals. Specifically, Critical Friends at MCSII will be a teacher network that will promote the sharing of expertise and best practices, promote conversations about future growth, end privatizing of work and promote innovative thinking. MCSII's Critical Friends Group will use a Peer Review protocol to evaluate the effectiveness of instructional strategies used to engage students in meeting their

Attachment 15 – Professional Development

goals. Using the protocol, in a Peer Review, teachers will review student work samples across grade levels and content areas and, as a group, they will evaluate whether the lesson is aligned to learning standards and whether instruction is intellectually challenging and appropriate for the full range of students served. The Critical Friends Group **will identify and bring professional development needs of the teacher community** to school leadership.

MCSII teachers will also receive ongoing training from the School's Special Education Coordinator and Intervention Specialist. MCSII teachers will meet individually with the Special Education Coordinator and Intervention Specialist to review students' Individualized Educational Programs and to discuss student data and progress. In addition, the Special Education Coordinator and Intervention Specialist will observe in classrooms, model instruction, and provide resources for general education teachers. The Special Education Coordinator and Intervention Specialist will **work with teachers as individuals to meet individual needs**, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects. Ongoing training will be provided by the Special Education Coordinator and Intervention Specialist in the 3-Tier Response to Intervention model, including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. MCSII teachers will also receive ongoing training in meeting the needs of English Language Learners and best practices for instructing ELL students.

MCSII will be committed to depth and breadth in teacher professional development. By enhancing teacher quality and effectiveness, high student achievement can be attained.

The professional development program will be evaluated systematically using student performance data to inform school leaders of areas of weakness in instructional delivery. In particular, the School will use Stanford-10 data, Fountas & Pinnell Benchmark Assessment System, New York State assessments, and New York State practice assessment data across administrations to determine if student gains have been made and the efficacy of the professional development program. When student assessment results improve notably after focused professional development sessions, professional development will be considered effective. Ineffective aspects of the professional development system will be reworked or eliminated. Through training provided by TERC, MCSI has developed expertise in looking at data and when it reveals weaknesses in certain content areas or for particular grades or subgroups, the School uses a data inquiry protocol to drill down and identify the source of the problem, which could be curricular, programmatic or instructional. This is an advanced skill that has helped MCSI build on what works and shed methods or techniques that have proven less effective. MCSII will receive the same training from TERC.

Attachment 16 - School Culture and Discipline

School Culture and Discipline

The following school culture and discipline plan is based upon best practices that have been deemed successful by Manhattan Charter School I. These best practices will be put in place for the school's replication.

MCSII will create a school culture committed to collaboration and continuous improvement. The school's board, leadership and staff will collaboratively solve problems and continually share best practices across the organization. Teachers are an essential voice in the curriculum and instructional decision-making process, as well as in the development of their personal professional development plans. MCSII's proposed school model, a K-5 school with two classes of 24 students each per grade, will make for an intimate school culture in which every teacher knows every child, and, most importantly, the principal is able to know and participate actively in the education of every child. MCSII can fulfill its mission only if classrooms are safe and teaching is uninterrupted, and the below tenets will provide the basis for the school's **classroom management policies**.

MCSII Core Beliefs

Critical thinking, considering different points of view, and incorporating them into a unique individual perspective are basic skills for living.

Success is measured by each person for himself. Having the skills to understand a wide range of options enables success.

The skills developed in music education help achievement in all areas of life.

The arts enrich the quality of our lives.

Ethical behavior is necessary for personal growth and for meaningful interaction with others.

MCSII Operating Principles

Create and support a school environment where quality at every turn is encouraged, expected and rewarded.

Let our students know it is okay to be smart, to be thoughtful and to achieve.

Make music integral to the fabric of our school, as a part of the curriculum as well as a defining aspect of our culture.

Bring together educators, students, families, leaders and supporters, each with a personal mission to achieve the Mission of the School.

Cultivate an environment in which ideas and approaches are presented, evaluated, applied and re-evaluated for soundness, relevance, utility and propriety by all of the community.

Attachment 16 - School Culture and Discipline

MCSII Strategies

Offer a rigorous academic curriculum.

Provide daily, standards-based, music instruction to every student.

Develop the core critical thinking skills of analysis, synthesis and the application of knowledge.

Cultivate an ethics-centered environment.

Require and reward honesty, integrity, trust and respect.

Reflect the diversities and opportunities of New York City.

Student Discipline

Manhattan Charter School II will **maintain a safe and orderly environment** by incorporating respect, integrity and honesty into its educational program. Teachers will strive to encourage each student to develop a sense of self-control and respect for himself/herself and others. Infractions will be dealt with gently but firmly, in accordance with the *MCSII Student Discipline Code*, a copy of which is included as Attachment 37. Physical punishment will not be used.

Each student at MCSII has:

- a RIGHT to work in a safe and positive learning environment
- a RIGHT to receive high quality instruction that is responsive to student needs
- a RIGHT to expect courtesy and respect from all members of the MCSII community
- a RIGHT to have his/her personal property respected

Each student has the RESPONSIBILITY to:

- follow school and classroom rules
- be prepared for class
- work hard at all assigned tasks
- be respectful of others in language and behavior
- respect the rights of others to teach and learn
- solve differences in a peaceful manner
- leave toys, candy and other items which may distract from the learning environment at home
- play and work in a safe manner that does not put other students or staff at risk of injury
- contribute to the school community in a positive, responsible manner

Each parent has the RESPONSIBILITY to:

- ensure that their children come to school each day, on time
- ensure that students come to school rested and ready to learn

Attachment 16 - School Culture and Discipline

- ensure that their child is aware of their responsibilities at school
- work with school staff when their child is not fulfilling his/her school responsibilities

A part of the Mission of Manhattan Charter School II will be the incorporation of respect, integrity and honesty into education to prepare students to be ethical members of their communities. Self-respect, respect for others, integrity and kindness in all endeavors will be required of educators and students alike.

At MCSII, practicing honesty, integrity and respect as part of educational efforts and social interaction will be considered elements of success as much as the more measurable hallmarks of other types of success, such as grades, awards, salaries, promotions and other tangible things.

All adult members of the School community will be expected to model qualities of honesty, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities as well. Older members of the student body will model the same qualities to encourage younger students to incorporate them into their living and learning.

In-school **disciplinary actions may be imposed by** the Principal, or any teacher; provided in-school suspension and suspension of transportation may only be imposed by the Principal or the Board. In the event of the imposition of in school disciplinary action, the following shall apply.

- The staff member addresses the conduct and assigns an appropriate consequence.
- If necessary, the student is removed from class.
- Students are responsible for transportation home when they are assigned to detention of in-school suspension.
- A parent or guardian is required to meet with a school staff member regarding infractions prior to a student's return to school.
- In-school disciplinary actions may include, but shall not be limited to, the following:
 - Behavioral Contract
 - Detention
 - Loss of School Privileges
 - In-School Suspension
 - Suspension from School Transportation

Please see attachment 37 for the complete Student Disciplinary Code.

Manhattan Charter School II

**Accountability Plan
for the Accountability Period 2011-12 TO 2015-16**

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in reading, writing, and comprehending the English language.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the

Attachment 17(a) –Accountability Plan

previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on a national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, 75% of students will meet their individualized achievement goals on the Stanford 10 test in reading for grades K-2 or on the New York State ELA Test for grades 3-5, as per the school's Performance-Based Compensation System rubric.

GOAL II: MATHEMATICS

Goal: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75

Attachment 17(a) –Accountability Plan

percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, 75% of students will meet their individualized achievement goals on the Stanford 10 test in math for grades K-2 or on the New York State Math Test for grades 3-5, as per the school's Performance-Based Compensation System rubric.

GOAL III: SCIENCE

Goal: Students will understand and apply scientific principles at a proficient level.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Attachment 17(b) – Graduation Requirements

Request is not applicable.

Progress Monitoring

(a & b) Accountability Plan Goals and Mission Accomplishment

By the board and leadership: MCSII will use the accountability system unique to MCSI that is data rich and allows for collaborative decision making and diligent and regular monitoring. At the heart of the accountability system is a dashboard that leadership will provide to the Board in advance of each Board meeting which the Board uses to evaluate School progress towards meeting academic, operational and financial goals. The dashboard will be presented in advance of Board meetings to allow leadership and the Board to have conversations about what the School is doing, what is working well or needs to be improved, and why. Leadership will be accountable to the Board, the Board will have the information it needs to make decisions, and the Board will be accountable to the charter authorizer for the charter.

The dashboard will include a cover page indicating progress towards MCSII charter goals, other academic indicators such as attendance, enrollment and attrition, operational and financial goals, and any other goal, whether interim or long term, established by the Board. Following the summary cover page is data that provides a more complete picture of the nature of progress towards each goal. Given the School's focus on student achievement, the dashboard will include the latest assessment data available to the School. Assessments results presented include Stanford-10 administered once a year, Fountas & Pinnell Benchmark Assessment System administered three times a year, New York State exams administered once a year and New York State Practice exams administered three times a year. Data will be presented in summary form on the cover page with a brief "Yes" or "No" indicating whether the School is making the necessary **progress to meet its charter goals and achieve its mission** in the areas of absolute achievement and progress. Detailed charts by class with individual student data (sans student names) will be provided as supporting documentation so that the Board and leadership can discuss any trends across time, teachers, grade levels, struggling, or advanced learners. MCSII proposes to have the same Board as MCSI, a Board that already has expertise in using the dashboard and has received training on the assessment data.

The dashboard assists the Board and leadership in identifying challenges and collectively they brainstorm solutions to meet the needs of their students and seek best practices from research to support these decisions. For example, through use of the dashboard, MCSI noticed that baseline assessment results, on both norm and criterion referenced assessments, from beginning of kindergarten have been declining since 2007, indicating that each subsequent cohort of students is beginning elementary school with fewer kindergarten readiness skills in place. The impact of this has been that kindergarten teachers were spending more and more time at the beginning of each school year providing kindergarten remediation, which impacted their ability to complete the full kindergarten curriculum during the school year.

To address this need, the Board and leadership decided to create an extended year program for kindergarten students based on research and best practices gathered from NYS Standards, Creative Curriculum, Early Literacy Skills Assessment (ELSA), Tools of the Mind, Head Start Outcomes, NAEYC Developmentally Appropriate Practice. The program will include baseline assessment of students upon enrollment and end-of-year assessment by June, using the High Scope Early

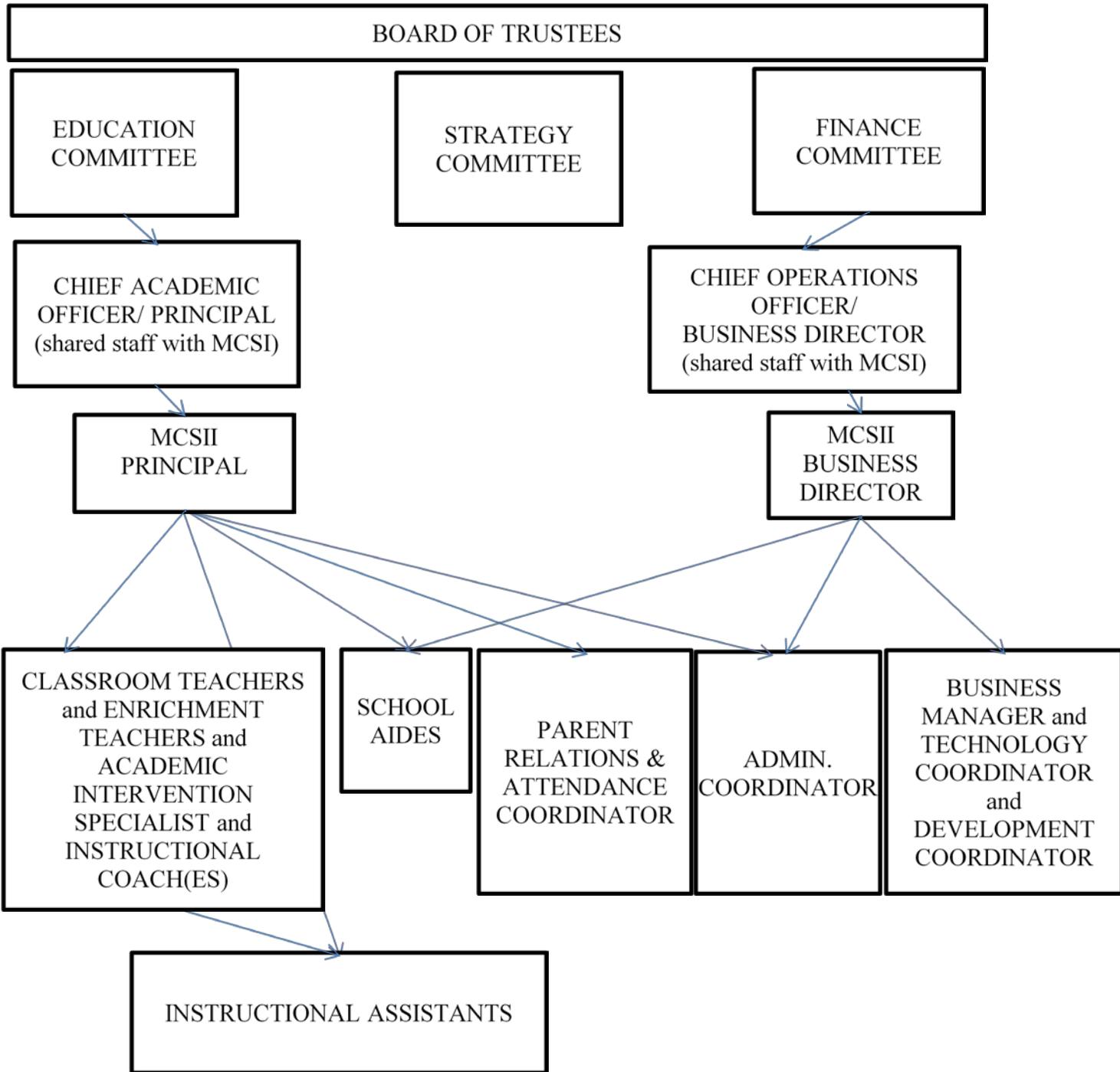
Attachment 18 – Progress Monitoring

Childhood Reading Institute assessment tool, Early Literacy Skills Assessment (ELSA). The goal is to expose students to teaching strategies that help them become successful learners in the years ahead. Instructional strategies will revolve around selected curriculum and baseline assessment, student daily portfolio log, explicit instruction, and individualization through multiple levels of scaffolding. The key component to the success of the academic program will be in teacher tailoring of the program, based on the assessment data to meet individual student needs. Upon enrollment into the program, families will be encouraged to participate in the efficacy of the academic program through participation in a series of weekly seminars on best practices, which will include materials and strategies for turn-keying the processes at home. Seminars will be multidisciplinary and will include a tour of important sites available for child development within the Lower East Side and the wider community.

By teachers and leadership: MCSII teachers will receive training on gathering, analyzing and using data to drive instruction to meet the needs of all students. MCSII will implement the formalized process for gathering and storing multiple types of student and achievement data in a central location developed by MCSI. This process is supported by an annual assessment calendar, uses a variety of formal and informal assessments, and data is housed in a robust data and student information system where all student demographic and assessment data and curriculum is also stored. MCSII will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. Teachers will use customized reports available from the data system that are in the form of item analyses, longitudinal student data, graphical representations of data at a point in time against MCSII charter goals and/or mastery of state standards and/or internal benchmarks, and student growth across assessment administrations. An annual assessment calendar will be followed to analyze and interpret data about student performance. It includes a professional development calendar for training teachers on using data to drive instruction and weekly grade level meetings with Instructional Coaches to analyze data for the purposes of grouping, selecting appropriate materials and differentiating instruction. Instruction will be continuously modified to target student needs. Customized teacher reports on class and student assessment data will inform flexible grouping for instruction, the ability to set targets based on historical data and performance, and identification of students to be provided additional support by an Intervention Specialist.

Parents and Students: Parents and students will be formally informed about academic achievement and progress through a quarterly Progress Report, taking into account assessment data and generated in the school's SharePoint system, which measures student progress in every subject and includes a written narrative from the classroom teacher. Parent teacher conferences will be held three times a year to discuss these reports. Given the small school size of the proposed school, leadership, teachers and parents will be in frequent communication about students learning through daily opportunities to see one another at arrival and dismissal and through sharing of notes in each students homework and parent communication folder each evening. Meetings are held at the request of leadership, teachers or parents throughout the year to address any student needs that arise. Further, as is developmentally appropriate, students are made aware of their assessments results by teachers on an ongoing basis to motivate learning, track progress and reward achievement.

Organizational Chart



Attachment 19 – Organizational Chart

The founding Board of Trustees is the governing authority of Manhattan Charter School II and Manhattan Charter School I and is ultimately accountable to the authorizer(s) for the terms set forth in the charter. The Board advises and guides the school(s). The Board is divided into an executive, education, finance, nominating and strategy committee and other ad-hoc committees will be created as necessary.

Under the Board, the Manhattan Charter School II will be a replication of Manhattan Charter School I and utilize a co-leader model that oversees all instructional and administrative staff. Together, these two leaders are the primary representatives responsible for curriculum, accountability, facilities, and other needs imperative to the success of the school. These two co-leaders will work under the direction of the co-leaders already in place at Manhattan Charter School I. The current Manhattan Charter School I will become the Chief Academic Officer of MCS (while still maintaining her position as Principal of MCSI) and will provide guidance and supervision to the Principal of MCSII on implementing the model. The Principal of Manhattan Charter School II will oversee all teachers, instructional coaches, education assistants, the Parent and Attendance Coordinator, guidance counselor and school aides. The current MCSI Business Director will become the Chief Operations Officer (while still maintaining her position as Business Director of MCSI) and will provide guidance and supervision to the Business Director of MCSII on implementing the model. The MCSII Business Director will oversee all administrative staff. This staff will include a Business Manager, Administrative Coordinator, Technology Coordinator, Administrative Assistant, and Development Coordinator.

More specifically, the MCSII Business Director will work with the Business Manager, Technology Coordinator, Development Coordinator and Administrative Coordinator to manage budgeting, marketing, reporting, payroll, human resources, technology, facilities, insurance, health services, transportation, food provision, data management, enrollment, and facilities maintenance. Meanwhile, the MCSII Principal will work closely in developing and implementing the academic excellence goals as established by the charter.

Through this application, MCS is seeking to replicate its existing elementary school program, creating a new site called Manhattan Charter School II that is overseen by the same board of trustees. It is our understanding that the law in this area is new, and its practical applications are still being interpreted. If in the process of applying that law it becomes clear to CSI that aspects of this application need to be amended, we are happy to do so, and will take your lead in this regard.

Governance

a. School Board Roles and Responsibilities

The primary role of the Board is to govern Manhattan Charter School II in a manner which enables the School to achieve its Mission as prescribed and permitted by its charter. The Board role is one of oversight of School management, specifically oversight and management of the Principal and Business Director.

In addition, the specific responsibilities of the Board are:

- Oversight of the school. The Board is ultimately responsible for **monitoring school performance**, including its compliance with its charter and other governing documents. The Board is accountable to the school's authorizer, the New York City Department of Education, for the achievement of the school's goals set out in the school's Charter Application. The Board is responsible for taking actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws. In addition, the Board is responsible for the development of, approving, implementing, and monitoring achievement of the School's accountability plan, and for ratifying the School's mission.
- Budget and financial resources. School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting. The Board is responsible for financially managing the School, including budget development and monitoring, establishing fiscal controls and causing audits of the School's books and records to be made as required by law and as otherwise prudent.
- Annual financial audit. The Board hires the school's auditor and receives the annual audit.
- Appeals by parents. The Board hears appeals by parents on matters of student discipline, including student expulsions.
- Enhancing the organization's standing. The trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- Ensure legal and ethical integrity. The trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- Fundraising. The Board assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- Strategic planning. The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **Selecting, evaluating, and holding school leaders accountable.** The Board is responsible for selecting and dismissing the Principal and Business Director, providing oversight and guidance for their work, and **evaluating their performance**.
- School Policies. The Board is responsible for establishing, implementing and enforcing, or delegating the implementation and/or the enforcement of, School policies in respect of:

Attachment 20(a-c) - Governance

- admissions,
- curricular guidelines,
- employment and other personnel matters,
- student discipline,
- special education,
- English language education for English language learners,
- ethics,
- transportation,
- student food services,
- student health services,
- communication with students' families,
- communication with governmental and regulatory agencies,
- public relations and outreach, and
- hearing complaints as required by §2855(4) of the N.Y. charter schools act (the enforcement of which shall not be delegated);
- all as more particularly set forth in the By-Laws of the School Corporation.

Manhattan Charter School II's Board will be kept informed of the School's progress through a monthly Board meeting. Manhattan Charter School I has developed an accountability system unique to MCSI that is data rich and allows for diligent and regular monitoring. Manhattan Charter School II, as a replication, will utilize this same model. MCSII leadership will provide a dashboard to MCSII's Board in advance of each Board meeting, which the Board will use to evaluate MCSII's progress towards meeting academic, operational and financial goals. The dashboard will include a cover page indicating progress towards MCSII charter goals, other academic indicators such as attendance, enrollment and attrition, operational and financial goals, and any other goal, whether interim or long term, established by the Board. Following the summary cover page is data that provides a more complete picture of the nature of progress towards each goal.

The dashboard will include all current data regarding the meeting of charter school goals, including but not limited to, monthly vs. yearly attendance data, latest benchmark assessment results per grade/class, and results from the NY State Proficiency Tests. The presentation of the dashboard in advance of Board meetings will allow MCSII leadership and the Board to have conversations about what MCSII is doing, what is working well or needs to be improved, and why. Leadership will be accountable to the Board, the Board will have all the information it needs to make decisions, and the Board will be held accountable to the charter authorizer for the charter.

The five founding member Board, made up of current members from Manhattan Charter School I's Board of Directors, voted in January 2011 to replicate and to create Manhattan Charter School II. Once Manhattan Charter School II is in operation with students, the Board will recruit a parent representative to serve on the Board. There will be no Ex-officio members on the Manhattan Charter School II Board. The Chief Academic Officer and the Chief Operation Officer will attend meetings as observers. MCSII Principal and MCSII Business Director will attend meetings as observers.

b. School Board Design

The founding Board of Trustees is the governing authority of Manhattan Charter School II and will be ultimately accountable to the authorizer for the terms set forth in the charter. The Board will advise and guide the school. The Board, initially **composed of five members**, will be divided into an executive, education, finance, nominating, and strategy committee, and other ad-hoc committees will be created as necessary.

The trustees of Manhattan Charter School II will have the capacity to monitor and provide oversight of the school's academic, administrative and fiscal operations. Current Board members represent a diverse set of knowledge and skill with various experiences in law, finance, education, and development. As the Board looks for additional members, they will seek individuals whose knowledge and skills match the needs of Manhattan Charter School II.

Qualifications, Skills, and Traits

All Trustees must:

- Demonstrate a commitment to, and understanding of, the Lower East Side community, its needs, and its concerns
- Believe in charter schools as an effective school reform strategy, subscribe to the mission of the school, and manifest passion for it
- Have as an enduring priority not the adults who work in the school but the academic achievement of the school's students, and believe that all children can be prepared to attend college, regardless of the circumstances into which they were born
- Demonstrate an alignment with the school's education philosophy and program
- Hold a deep understanding of the distinction between governing and managing the organization, and the imperative of upholding this distinction
- Demonstrate respect for all the school's stakeholders and clients, regardless of race, ethnicity, gender, economic class, education, or creed
- Be available to participate meaningfully in the development of the new and growing school
- Have the professional expertise, maturity, financial competence, and integrity to function as a fiduciary of what will become, at maturity, an organization with more than twelve million dollars in public revenues
- Be willing to leverage personal and professional networks on behalf of the school

Recruitment & Selection Process

Manhattan Charter School II's nominating committee will be responsible for attracting and recruiting Board members. The nominating committee will evaluate the Board's needs in terms of gaps in expertise that will enhance their ability to advise the school. The nominating committee then will use existing relationships and networks to attract individuals who will bring useful skills to the Board. Once a potential candidate is identified, the nominating committee will work closely with school leaders to coordinate an interview and visit to become acquainted with the school's philosophy and environment. The nominating committee will make recommendations to the Board and a vote is taken during Board meetings. After a Board

member is nominated and approved, the School and Board will encourage engagement in school-wide activities to further develop and integrate new members.

Orientation

Each new Board member will be provided information about the school, such as a copy of the approved charter; a tour of the school facility and an introduction to the school's staff. It will be the Board's Executive Committee that will be responsible to organize and implement these initial activities. During orientation, the officers of the Board will discuss the primary responsibilities and expectations of individual Board members with the new Board members, and will particularly discuss his/her specific personal and/or professional skills in relation to the needs of the Board. New Board members will be assigned to one or more of the standing committees and made aware of their responsibilities.

Training & Development

Training will take into consideration the needs of individual Board members as well as the needs of the overall Board. To address individual and entire Board needs, training opportunities such as workshops, seminars, resource materials, and e-training will be identified and disseminated. The Board Chair will be responsible for maintaining a directory/schedule of training events. In this capacity, s/he will be expected to acquire information about training opportunities from various sources and will be expected to provide an updated schedule of training events to Board members at each Board meeting. In addition to cultivating sources of information, the Chair will accept suggestions for training from the various Board committees.

Officers and Committees

Officers

Chair	Paul O'Neill
Vice Chair	Ira Greenberg
Secretary	TBD

Standing Committees

Executive Committee

Paul O'Neill
Ira Greenberg
Jessica Aronin
Joy Daley
Ben Breen

Education Committee

Joy Daley
TBD
TBD

Finance Committee

Ira Greenberg
Paul O'Neill
TBD

Strategy Committee

Paul O'Neill
Jessica Aronin
TBD

Nominating Committee

Paul O'Neill
TBD
TBD

The Board may vote to delegate certain actions to be carried out by committees. These things can be delegated by a Board vote at any Board meeting.

Committee Descriptions

Executive Committee

Manhattan Charter School II's Executive Committee will have five members, one of whom must be the Chairperson of the Board. This Committee will have the capacity to exercise the full authority of the Board as long as it acts in a manner consistent with the charter and By-Laws of the organization. This Committee will address issues that arise between scheduled Board meetings. The Executive Committee will also meet to hear proposed policies and programs and to discuss these proposed items before they are presented to the entire Board. Minutes of the Executive Committee meetings shall be sent to the each member of the Board of Trustees.

Education and Education Accountability Committee

Manhattan Charter School II's Education and Accountability Committee will have three members, two members of which should have educational leadership or curriculum expertise. Responsibilities of this Committee will include: monitoring the administration and results of data-driven instruction, working to maximize all student learning consistent with the Mission of the school, observing and evaluating the Principal and creating a professional development plan for him or her and evaluating the extent to which Manhattan Charter School II is achieving the educational aspects of its Mission.

Finance Committee

Manhattan Charter School II's Finance Committee will have three members, one of whom must be the Chairperson of the Board and another of whom must be the Treasurer of the organization. The responsibilities of the Finance Committee shall be as delegated by the Board and generally shall include: overseeing the development of budgets by the School's leadership staff and making recommendations to the Board in respect of the adoption of budgets, assessing the

financial condition of the School from time to time for purposes of reporting thereon to the Board and making recommendations to the Board in respect of financial planning for the School to support the School's achievement of its Mission and the School's financial stability and long-term viability, overseeing the development of financial control policies and procedures by the School's leadership staff and making recommendations to the Board in respect of their adoption, overseeing the work of the School's leadership staff in respect of tax matters and making recommendations to the Board in respect of the filing of returns with the Internal Revenue Service and the New York State Department of Taxation and Finance, and developing with the School's leadership staff the School's policies and procedures for governmental reporting of financial matters

Strategy Committee

Manhattan Charter School II's Strategy Committee will have three members. The responsibilities of the Strategy Committee shall be as delegated by the Board and generally shall include: evaluating fundraising, marketing, and development needs, assisting the creation and execution of a strategic plan for the development of Manhattan Charter School II, conducting research to meet strategic needs of Manhattan Charter School II, and proposing action plans for meeting said goals to be voted on and approved by the Board.

Nominating Committee

Manhattan Charter School II's Nominating Committee will have three members. The responsibilities of the Nominating Committee shall be as delegated by the Board and generally shall include: evaluating the skill set of the Board and determining needs based on the expertise of Board members, attracting and recruiting new Board members based on existing relationships and networks developed by Board members, evaluating potential Board members against the skill rubric created for Manhattan Charter School's advisory needs, nominating desirable Board members for Board approval, and helping integrate and engage new Board members.

Board Meetings

Per the New York State Open Meetings Law (Article 7 of the New York Public Officers Law), every School Board of Trustees meeting and Board committee meeting will be open to the general public with the exception of executive sessions. The School will make or cause to be made all reasonable efforts to ensure that open meetings are held in facilities that permit barrier-free physical access to the handicapped, as defined in the New York Public Building Law. If videoconferencing is used to conduct an open meeting, the School will provide an opportunity for the public to attend, listen and observe at any site at which a Trustee participates. The School's Open Meetings Law Policy is as follows:

Public Notice

1. A calendar of all Board meeting dates will be posted at the School at all times. The schedule will be created at the beginning of each fiscal year and there will be a Board meeting scheduled at least once a month.

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2. The school will provide notice of the time and place of any Board meeting that is scheduled at least one week in advance to the news media (New York Times, The Daily News, New York Post) and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The school will provide notice of the time and place (including videoconferencing locations as discussed in the first paragraph of this Policy) of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible the School will publicly post notices of Board meetings immediately after each meeting date is determined.

Conduct of Executive Sessions

The executive session may be held upon a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for the items below, providing no formal action shall be taken to appropriate public monies:

- matters which will imperil the public safety if disclosed;
- any matter which may disclose the identity of law enforcement agent or informer;
- information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- discussions regarding proposed, pending or threatened litigation;
- collective negotiations pursuant to article fourteen of the civil service law;
- the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- the preparation, grading or administration of examinations; and
- the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value theory.

Any aggrieved person shall have standing to enforce the provisions of the Open Meetings Law applicable to the School by the commencement of a proceeding pursuant to Article 78 of New York Civil Practice Law and Rules and/or an action for declaratory judgment and injunctive relief.

Minutes

1. Minutes shall be taken at all open meetings of a public body which shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon.
2. Minutes shall be taken at executive sessions of any action that is taken by formal vote which shall consist of a record or summary of the final determination of such action, and the

date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public under applicable law.

3. Minutes of meetings of all public bodies shall be available to the public in accordance with the provisions of the freedom of information law within two weeks from the date of such meeting except that minutes taken pursuant to subdivision two hereof shall be available to the public within one week from the date of the executive session.

Procedure for Complaints

All formal complaints from staff, parents and other sources, will come directly to the Board in writing. For additional information, see Complaint Policy (RFP Request No. 39). The general process for individuals to bring a concern to the Board's Grievance Committee is as follows:

- All complaints must come to the Board in writing and be given to the Principal; or to another member of the Board of Trustees, who will forward it to members of the Grievance Committee.
- The Grievance Committee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.
- The Grievance Committee will investigate the concern and respond to the parent or guardian in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The committee will be composed of at least two Board members and a parent representative serving on the Board. The Principal will not serve on this committee.
- The Grievance Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

Appeals of decisions made by the Board of Trustees may be made first to the State University of New York (SUNY) via the Charter School Institute (CSI), and then to the Board of Regents through the New York State Education Department.

c. Proposed Founding Board of Trustees

These five (5) founding members of the Manhattan Charter School II Board of Trustees have been all members of the Manhattan Charter School I Board and have dedicated themselves towards to the students who attend Manhattan Charter School I. They have worked to ensure that the current Manhattan Charter School I is achieving its mission through their own personal skill sets. As a Board they voted to serve more students by replicating the success they have already seen at Manhattan Charter School I with a new school, Manhattan Charter School II. They are dedicated to recruiting additional members and feel that their experience with the current Manhattan Charter School I will help them lead Manhattan Charter School II. Below is a table with their information. Biographical information follows in Attachment 20-Board Resumes.

Attachment 20(a-c) - Governance

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Paul O'Neill	X	<input type="checkbox"/>	Board President, Member of the Strategy, Finance and Board Nominating Committee, Executive Committee	2 years
Ira Greenberg	X	<input type="checkbox"/>	Head of the Finance Committee, Executive Committee	2 years
Joy Elaine Daley	X	<input type="checkbox"/>	Member of the Education Committee, Executive Committee	2 years
Jessica Aronin	X	<input type="checkbox"/>	Member of the Strategy Committee, Executive Committee	2 years
Ben Breen	X	<input type="checkbox"/>	Executive Committee	2 years

Board of Trustees Resumes and Biographies

Chairman of the Board

Paul O’Neill

Paul T. O’Neill is an attorney who focuses his practice and scholarship on education law. He is currently the President and Founder of Tugboat Education and serves as Senior Fellow at the Edison Schools Learning Institute. He serves as the Chairman of the Board for Manhattan Charter School I and is a founding board member of Manhattan Charter School II. Previously, Mr. O’Neill worked at Brustein & Manasevit, the Washington D.C.-based education law firm and as the General Counsel of the Charter Schools Institute of SUNY, one of the leading charter school authorizers in the nation. Additionally, Mr. O’Neill is an adjunct faculty of Teachers College, Columbia University, where he teaches education law and policy courses. Mr. O’Neill is the author of numerous scholarly and professional publications.

Attachment 20- Board Member Resumes

Ira Greenberg

As a founding board member at Manhattan Charter School I and Manhattan Charter School II, Ira Greenberg is the Managing Director of Northwinds Advisors LLC, a broker dealer specializing in renewable energy. Previously, Mr. Greenberg was a Managing Director of Institutional Sales for firms specializing in tax advantaged investments, Chief Financial Officer for an investment and merchant banking organization, and senior tax manager at various public accounting firms.

Attachment 20- Board Member Resumes

IRA GREENBERG C.P.A

York Avenue
New York, NY
(212) 688-2700



Education:

City University of New York- Baruch College
Bachelor of Science, Accounting
certified public accountant

June 1982

Attachment 20- Board Member Resumes

Joy Elaine Daley

A member of the Manhattan Charter School I board since 2009 and a founding member of the Manhattan Charter School II board, Joy Elaine Daley contributes years of experience as a teacher, principal and now oversees a network of NYC public school leaders. From Jamaica to the Bronx, primary school to college, Ms. Daley has served diverse student populations. In addition to her passion for education, Ms. Daley has been an active member of the community service-oriented Alpha Kappa Alpha Sorority since 1985.

Joy Elaine Daley

New

Education

Shortwood Teachers' College, Kingston, Jamaica, West Indies

- Diploma in Elementary Education, May 1974

City University of New York, Lehman College, Bronx, New York

- Individualized Bachelor of Arts Program—Urban Education

City University of New York, City College, New York, New York

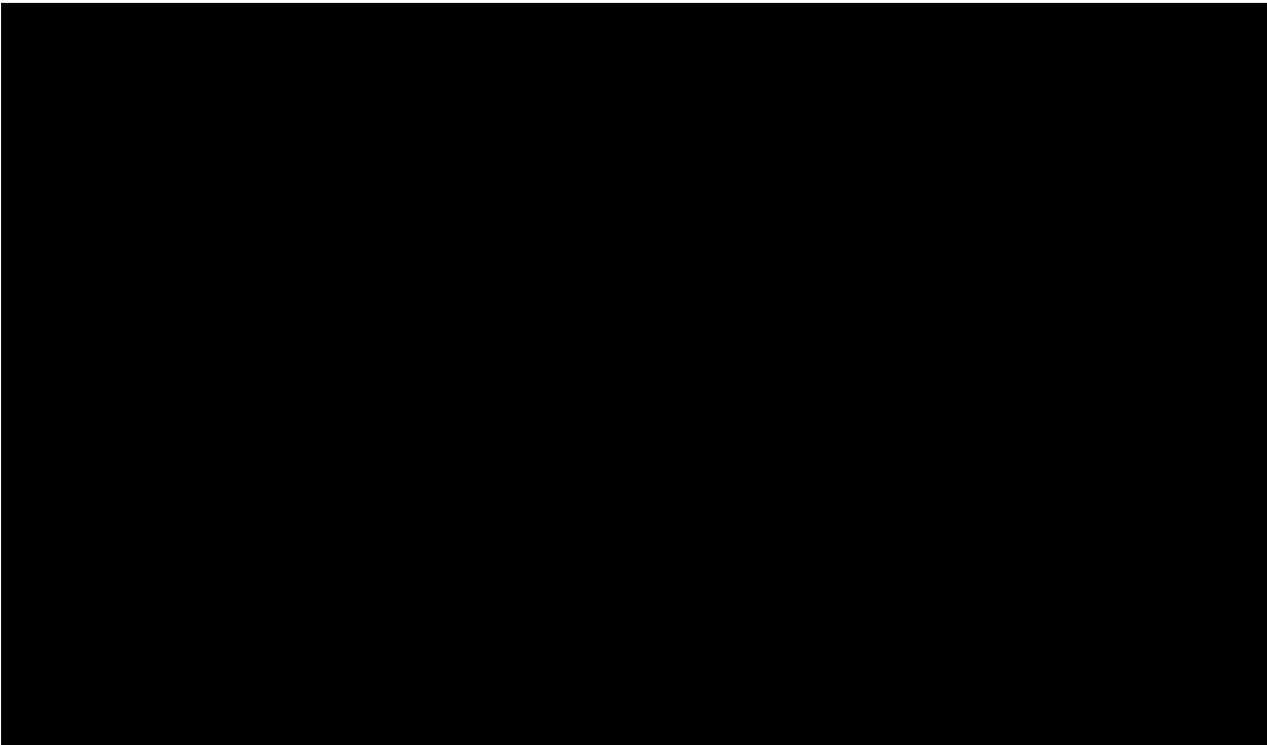
- Masters of Science in School Administration & Supervision, February, 1989
- Masters of Science in Developmental Reading, May, 1992

Columbia University, New York, New York

- Aspiring Principals' Institute, August, 1998

Certification

- School District Administrator, Permanent Certificate, 09/01/2007
- School Administrator/Supervisor, Permanent Certificate, 09/01/2000
- Nursery, Kindergarten & Grades 1-6, Permanent Certificate, 09/01/1994



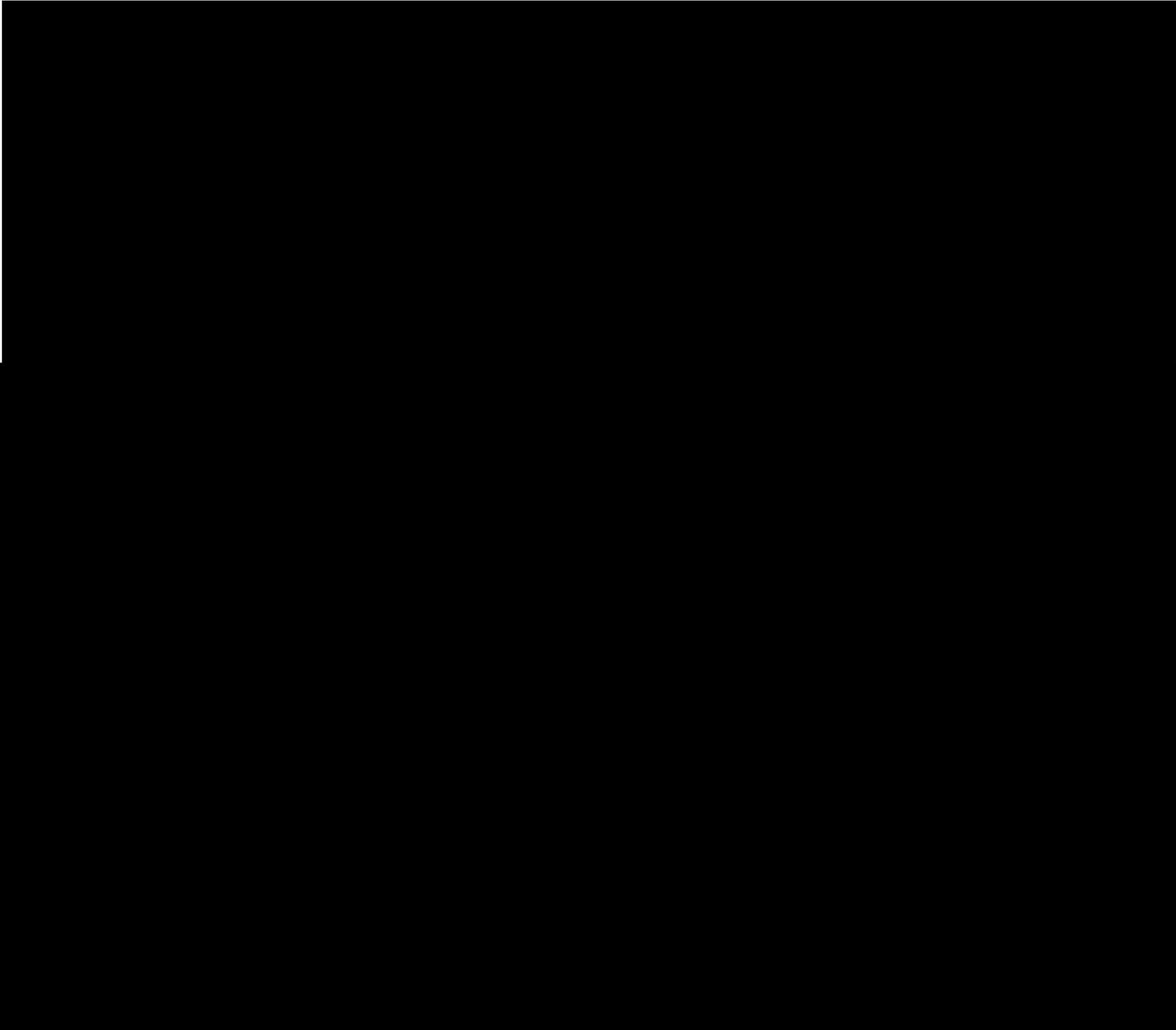
Attachment 20- Board Member Resumes

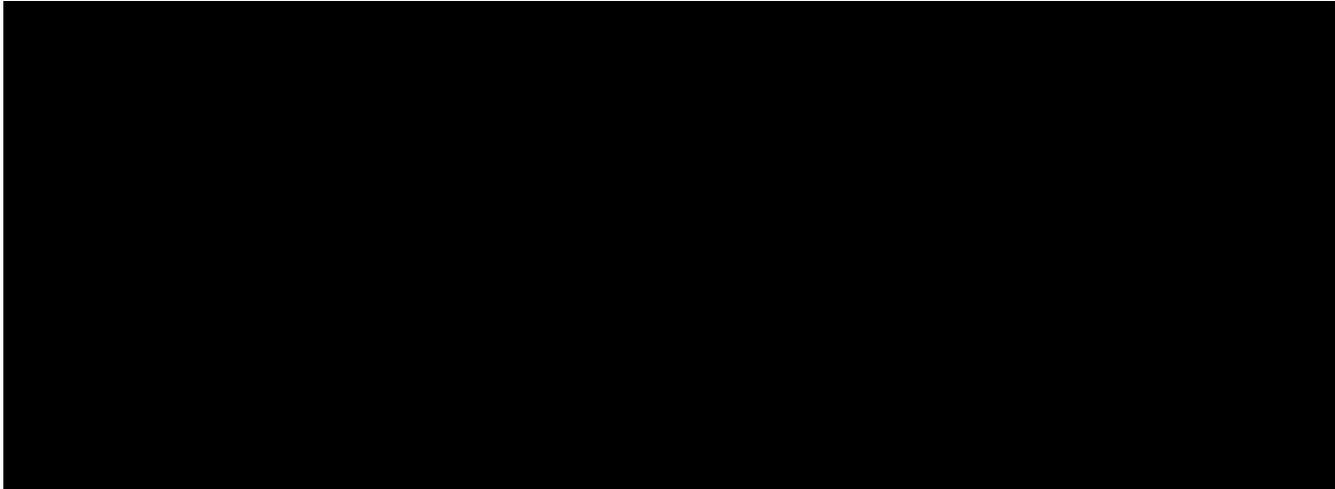
Jessica Aronin

A member of Manhattan Charter School I since 2009 and a founding member of Manhattan Charter School II, Jessica Aronin brings a strong background in fundraising and development to the Board of Trustees. Currently the Campaign Director at Baruch College of the City University of New York, Ms. Aronin solicits major gifts and stewards relationship with a vast roster of donors. Furthermore, as the former Director of Development at the East Harlem School, Ms. Aronin is well versed in the development of educational institutions.

Attachment 20- Board Member Resumes

ARONIN
New York, NY 10065





EDUCATION

New York University, New York, NY
Education **Fall 2002 – Present**

Masters Degree Guidance Counseling

University of Maryland, College Park, MD *Cum Laude, BS Family Studies: GPA: 3.6*
May 2001

Honors: University of Maryland Honors Program



COMPUTER SKILLS

Outlook, E-Tapestry, Raisers Edge, Prospect Information Network (PIN), Wealthengine,
Alumnifinder, Microsoft Programs

Attachment 20- Board Member Resumes

Ben Breen

A member of the Manhattan Charter School I board since 2009 and is a founding member of Manhattan Charter School II. Benjamin Breen is an Australian born violinist and made his New York recital debut at Weill Recital Hall at Carnegie Hall in 1993. He has since toured in Australia, Europe, the United States and Japan, receiving critical acclaim as soloist with orchestra, in recital as chamber musician and recording artist.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Manhattan Charter School II
2. Full name: Paul O'Neill
Home Address: [REDACTED] Glen Ridge, NJ 07028
Business Name and Address: Cohen Schneider LLP
275 Madison Avenue, Suite 617
New York, NY 10016
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): Paul T. O'Neill is an attorney who focuses his practice and scholarship on education law. He is currently the Principal in the Education Law Practice Group of Cohen Schneider LLP, as well as the President and Founder of Tugboat Education. He serves as the Chairman of the Board for Manhattan Charter School and is a founding board member of Manhattan Charter School II. Previously, Mr. O'Neill worked at Brustein & Manasevit, the Washington D.C.-based education law firm and as the General Counsel of the Charter Schools Institute of SUNY, one of the leading charter school authorizers in the nation. Additionally, Mr. O'Neill is on the adjunct faculty of Teachers College, Columbia University, where he teaches education law and policy courses. Mr. O'Neill is the author of numerous scholarly and professional publications.

x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. X Yes, Manhattan Charter School and formerly of the Family Life Academy Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes.

Revised May 21, 2007

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I have served on the Manhattan Charter School board with the other trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, as a Manhattan Charter School board member I have come to know various employees of the school.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, As a MCS board member, I have interacted with various vendors.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by

Revised May 21, 2007

the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would gather enough information to better understand the circumstances, including discussing the matter with the board member(s) in question. If I then believed the issue was a viable one, I would bring it to the attention of the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Paul O'Neill, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Manhattan Charter School is true and correct in every respect.



2/19/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Revised May 21, 2007

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Manhattan Charter School II
2. Full name: Ira Greenberg
Home Address:
Business Name and Address: C/O NorthWinds Advisors
[REDACTED]
New York, NY 10022
or
[REDACTED]
New York, NY 10010

Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): As a founding board member at Manhattan Charter School and Manhattan Charter School II, Ira Greenberg is the Managing Director of Northwinds Advisors LLC, a broker dealer specializing in renewable energy. Previously, Mr. Greenberg was a Managing Director of Institutional Sales for firms specializing in tax advantaged investments, Chief Financial Officer for an investment and merchant banking organization, and senior tax manager at various public accounting firms.

 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, Manhattan Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Revised May 21, 2007

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. X Yes, I currently serve on the Manhattan Charter School Board with other trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. X Yes, As a member of the Manhattan Charter School Board, I have come to know various employees that may be employees at Manhattan Charter School II.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. X Yes, As a member of the Manhattan Charter School Board, I have come to know various vendors that may be vendors at Manhattan Charter School II.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not contact with a management company or charter management organization. X I / we do not know any such persons. Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. X I / we have no such interest. Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. X I / we or my family do not anticipate conducting any such business. Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. Yes, .

Revised May 21, 2007

Attachment 20- Board Member Request for Information

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring it to the entire Board's immediate attention.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Ira Greenberg, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Manhattan Charter School II is true and correct in every



2/14/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Manhattan Charter School II
2. Full name: Joy Elaine Daley
Home Address: [REDACTED] Newburgh, NY 12550
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): A member of the Manhattan Charter School board since 2009 and a founding member of the Manhattan Charter School II board, Joy Elaine Daley contributes years of experience as a teacher, principal and now oversees a network of NYC public school leaders. From Jamaica to the Bronx, primary school to college, Ms. Daley has served diverse student populations. In addition to her passion for education, Ms. Daley has been an active member of the community service-oriented Alpha Kappa Alpha Sorority since 1985.

 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, Manhattan Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, currently serve with them on the MCS Board.

Revised May 21, 2007

Attachment 20- Board Member Request for Information

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, as a Board member, I have come to know members of the staff at MCS.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring the issue to the entire Board's attention immediately.

Revised May 21, 2007

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, **Joy Elaine Daley**, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Manhattan Charter School II** is true and correct in every respect.



Signature

February 17, 2011

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

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- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Manhattan Charter School II
2. Full name: Jessica Aronin Leitner
Home Address: [REDACTED] New York, NY 10065
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): A board member of Manhattan Charter School since 2009 and a founding member of Manhattan Charter School II, Jessica Aronin Leitner brings a strong background in fundraising and development to the Board of Trustees. Currently the Executive Director of Campaign and Leadership Giving at Baruch College of the City University of New York, Ms. Leitner solicits major gifts and stewards relationship with a vast roster of donors. Furthermore, as the former Director of Development at the East Harlem School, Ms. Leitner is well versed in the development of educational institutions.

 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, Manhattan Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your

Revised May 21, 2007

- relationship. I / we do not know any such trustees. Yes, I currently serve on the Board of the Manhattan Charter School.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, I am currently a member of the Board of the Manhattan Charter School..
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee

Revised May 21, 2007

is not usually a sufficient answer. I would speak with the Board Chair and school leadership and work with my fellow board members to address such a situation.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, YESSICA L. GRANT, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Manhattan Charter School Charter School in every respect.

Signature



Date

1/17/11

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
1400 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

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- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Revised May 21, 2007

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, and who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) and school by-laws requirements.
 - The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
 - The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance: School Board; By-laws" (§2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.
 - The school board or corporate member elects or appoints the prospective school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
 - Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
 - After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
- | | |
|---------------------------|---|
| Institute Actions: | The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees. |
| <input type="checkbox"/> | The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute. |

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Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Manhattan Charter School II
2. Full name: Ben Breen
Home Address:
Business Name and Address: Breen Holdings Pty Ltd/ Consolidated Development, Sydney, Australia
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): Benjamin Breen has been a member of the Manhattan Charter School board since 2009 and is a founding member of Manhattan Charter School II. Benjamin Breen is an Australian born violinist and made his New York recital debut at Weill Recital Hall at Carnegie Hall in 1993. He has since toured in Australia, Europe, the United States and Japan, receiving critical acclaim as soloist with orchestra, in recital as chamber musician and recording artist.

 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, Manhattan Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I/we do not know any such trustees. Yes. My wife & Sonia Park are friends

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9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
- ~~13. If the school contracts with an educational service provider, please indicate whether you~~
~~13. If the school contracts with an educational service provider, please indicate whether you~~
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would bring the matter to the board's attention and have the board vote on dismissal of the board member in question*

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Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

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Certification

I, Ben Breen, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Manhattan (IL) every respect.



Date 2/13/11

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@sunv.edu

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Attachment 21(a-e) - Personnel

Personnel

(a) Staffing Chart and Rationale

	Number in Position (in FTE)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K, 1	K - 2	K - 3	K - 4	K - 5
Enrollment:	72	120	168	212	253
Position					
MCSII Principal	1	1	1	1	1
MCSII Business Director	1	1	1	1	1
Teachers	3	5	7	9	11
Education Assistants	3	5	7	9	11
Specialist Teacher	1	2	4	4	5
Academic Intervention	.5	1	1.5	2	2
Instructional Coaches	0	1	1	2	2
Band Teacher	0	0	.25	.25	.25
School Counselor	0	0	0	1	1
School Aide(s)	.5	1	2	2	2
Parent and Attendance Coordinator	1	1	1	1	1
Administrative Staff (includes Business Manager, Admin. Coordinator, Tech. Coordinator, and Development Coordinator)	0	1	1	3	4
Total	11	19	26.25	35.25	41.25

Under the Board, the Manhattan Charter School II will be a replication of Manhattan Charter School I and utilize a co-leader model that oversees all instructional and administrative staff. Together, these two leaders are the primary representatives responsible for instruction, curriculum, accountability, operations and other needs imperative to the success of the school. In year 1, the Principal of Manhattan Charter School II will oversee three teachers, three education assistants, and the specialist teachers one FTE which will include a part-time music teacher (.5 FTE) a part-time French teacher (.25 FTE) and a part-time art teacher (.25 FTE). The MCSII Principal will also oversee a part-time academic intervention teacher (.5 FTE). The parent and attendance coordinator and part-time school aide (.5 FTE) will be overseen jointly by both the MCSII Principal and Business Director. The total amount of full time equivalent staff in year 1 will be eleven.

Attachment 21(a-e) - Personnel

After year 1, the growth of each position at Manhattan Charter School II will be modeled on formulas reflective of the number of students enrolled; continuing to provide one teacher and one assistant for every twenty-four students. MCSII will model all other personnel growth based on the experiences and lessons learned from Manhattan Charter School I.

More specifically, in year 2, the instructional staff will grow with five teachers, five education assistants, one academic intervention teacher, an instructional coach and two specialist teachers, which will include one music teacher and a part-time French teacher (.5 FTE) and a part-time art teacher (.5 FTE). The part-time school aide will become full time. In year 2 MCSII will also create a position of administrative coordinator.

In year 3, the instructional staff will include seven teachers and seven education assistants. A part-time academic intervention teacher (.5 FTE) will be added. As far as specialist teachers, year 3 will include two music teachers, one French teacher, and an art teacher. MCSII will also be starting a band in year 3 for 3rd grade students and will be hiring a part-time band teacher (.25 FTE). MCSII will add a school aide (1 FTE).

In year 4, the instructional staff will include nine teachers and nine education assistants. MCSII will transition the part-time academic intervention position into a full time position in year 4 and adding an additional instructional coach. One coach will focus on kindergarten through second grade, the other will work with third and fourth grades. MCSII will also add administrative positions in year 4, including a business manager and a technology coordinator.

In year 5, the instructional staff will grow to eleven teachers and eleven education assistants. There will be an additional specialist teacher, creating a team of two music teachers, one French teacher, one art teacher, and one physical education teacher. One coach will focus on kindergarten through second grade, the other will work with third through fifth grades. In year 5, MCSII will also add a development coordinator to the staffing model to support community outreach, enrollment, marketing and fundraising.

(b) School Leader

Manhattan Charter School II will replicate the co-leadership model that has been put in place at Manhattan Charter School I. These two co-leaders will be trained and supervised directly by the co-leaders already in place at Manhattan Charter School I, the goal of which is to provide guidance on the implementation of the MCS model. The Principal of MCSI, Genie DePolo, along with the Business Director of MCSI, Stephanie Mauterstock, will be consultants for MCSI. Ms. Depolo's position will become the Chief Academic Officer of MCS and Principal of MCSI and Ms. Mauterstock's position will become the Chief Operations Officer of MCS and Business Director of MCSI. Mrs. DePolo and Ms. Mauterstock have been working together since 2007 at Manhattan Charter School I and have over thirty year combined experience in charter schools, school leadership and school turnaround. They will be experts in the MCS model and leadership that both the MCSII Principal and MCSII Business Director can lean on for knowledge and expertise.

Attachment 21(a-e) - Personnel

For the position of Principal of Manhattan Charter School II, Mrs. DePolo and Ms. Mauterstock have been working with the current Instructional Coach from Manhattan Charter School I, Hope Terroade, and feel she would be an excellent choice for the position. Ms. Terroade began as a teacher with Manhattan Charter School I in 2005 and this past year was promoted to Instructional Coach. Ms. Terroade is the embodiment of MCSI culture and has been servicing the early elementary needs of the Lower East Side since 2003 as teacher in a nearby preschool, teacher and Instructional Coach of MCSI and board member at Grand Street Settlement, a Community Based Organization in the Lower East Side. By the February of 2012, the school leaders feel that Ms. Terroade will be ready to lead MCSII under the direction of Mrs. DePolo and will begin to formally train her as the Principal of MCSII.

For the position of Business Director of Manhattan Charter School II, the Board of Trustees will look for someone with a similar background as the current Business Director at MCSI. This would include someone with experience working with charter schools, especially on the administrative and operations side. The Board will look to hire a Business Director for MCSII by January of 2012 so that this person can train before the school opens in Fall of 2012.

(c) Management

The Board of Trustees will be the governing authority of Manhattan Charter School II and is ultimately accountable to the authorizer for the terms set forth in the charter. The Board will advise and guide the school. The Board is divided into an executive, education, finance, nominating and strategy committee and other ad-hoc committees are created as necessary.

Under the Board, the Manhattan Charter School II will be a replication of Manhattan Charter School I and utilize a co-leader model that oversees all instructional and administrative staff. Together, these two leaders are the primary representatives responsible for curriculum, accountability, facilities, and other needs imperative to the success of the school. The Principal of Manhattan Charter School II will oversee all teachers, instructional coaches, education assistants, the Parent and Attendance Coordinator, guidance counselor and school aides. The MCSII Business Director will oversee all administrative staff. This staff will include a Business Manager, Administrative Coordinator, Technology Coordinator, Administrative Assistant, and Development Coordinator.

More specifically, the MCSII Business Director will work with the Business Manager, Technology Coordinator, Development Coordinator and Administrative Coordinator to manage budgeting, marketing, reporting, payroll, human resources, technology, facilities, insurance, health services, transportation, food provision, data management, enrollment, and facilities maintenance. Meanwhile, the MCSII Principal will work closely in developing and implementing the academic excellence goals as established by the charter.

Manhattan Charter School II will not work with a charter management organization.

Manhattan Charter School I has developed an accountability system unique to MCSI that is data rich and allows for diligent and regular monitoring. Manhattan Charter School II will also use the model already in place. A dashboard will be used that MCSII leadership will

Attachment 21(a-e) - Personnel

provide to MCSII's Board in advance of each Board meeting which the Board will use to evaluate MCSII's progress towards meeting academic, operational and financial goals. The dashboard will include a cover page indicating progress towards MCSII charter goals, other academic indicators such as attendance, enrollment and attrition, operational and financial goals, and any other goal, whether interim or long term, established by the Board. Following the summary cover page is data that provides a more complete picture of the nature of progress towards each goal. The board, the Chief Academic Officer, Chief Operating Officer and co-leaders from MCSII will use the data revealed through the dashboard, results from the data inquiry process used by MCSI leadership and teachers to analyze weaknesses and research on best practices to make key organizational decisions.

The MCSII Principal will report directly to the Chief Academic Officer who will report to the Education Committee of the Board and the MCSII Business Director will report to the Chief Operations Officer who will report to the Finance Committee. School leadership will be held accountable on an ongoing basis through reports to the Board before each meeting and presentation of the MCSII dashboard at each Board meeting. The dashboard provides both a snapshot and in depth information on the School's progress towards meeting its academic, operational and financial charter goals and is presented, at a minimum, quarterly to the Board.

The presentation of the dashboard in advance of Board meetings will allow MCSII leadership and the Board to have conversations about what MCSII is doing, what is working well or needs to be improved, and why. Leadership is accountable to the Board, the Board has the information it needs to make decisions, and the Board is accountable to the charter authorizer for the charter.

The Board will evaluate the MCSII Principal and the MCSII Business Director formally on an annual basis, at the end of each fiscal year/school year. The rubrics for these evaluations can be found in Attachment 43 Page 38-51 – Supplemental Information. All other reviews will be performed by the Chief Academic Officer and the Chief Operations Officer. MCSII will use the Danielson Group's Framework for Teaching as part of our teacher evaluation tools. The rubrics used for evaluation are included in Attachment 43 Page 3-37– Supplemental Information for teachers. Informal performance feedback will occur throughout the year as needed and as deemed appropriate by the Board. All other leadership staff will be evaluated by the two co-leaders on an annual basis.

The co-leaders will use the resource of the experienced leaders at Manhattan Charter School I to apply thoughtful policies and procedures regarding personnel at Manhattan Charter School II. They will work with all members of the staff at MCSII to ensure goals are understood and progress is being made. Under the direction of the Board of Trustees, management will make decisions and set priorities that align with goals set out in MCSII's charter.

Through this application, MCSI is seeking to replicate its existing elementary school program, creating a new site called Manhattan Charter School II that is overseen by the same board of trustees. It is our understanding that the law in this area is new, and its practical applications are still being interpreted. If in the process of applying that law it becomes clear

to CSI that aspects of this application need to be amended, we are happy to do so, and will take your lead in this regard.

(d) Staff Recruitment and Retention

Manhattan Charter School II strongly believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the Principal and Business Director to locate and recruit the best qualified candidates to meet the school's educational needs. MCSII will make sure when hiring teachers and retaining teachers, that we are compliant with Subdivision 2854(3)(a-1) of the Education Law and that the total number of uncertified teaching staff remain below 30 percent or five teachers, whichever is less. MCSII will ensure that all teachers are "highly qualified" as set forth by the federal No Child Left Behind Act (NCLB). MCSII will also ensure that pursuant to the federal Individuals with Disabilities Education Act (IDEA), teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) must be New York State certified in special education.

MCSII's teacher hiring process will include the following phases:

- **Submission of Resume and Cover letter**
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at MCSII.
- **Interviewing**
MCSII's interview process is designed to help the Principal, Business Director or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School's staff; and b) will fit into MCSII's unique culture and environment. MCSII will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Business Director or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with MCSII's instructional philosophy and culture.
- **Writing Sample**
Candidates who are invited to continue in the process after the interview will be asked to complete a writing sample. The writing sample includes questions related to the candidate's instructional philosophy, experience and receptiveness to feedback that will be used by the School to create a more complete picture of whether the candidate is a good fit for MCSII.
- **Demonstration Lesson**
Candidates who are invited to continue in the process will be asked to conduct a demonstration lesson. Depending on the grade level or position of consideration, the candidate may be asked to conduct multiple demonstration lessons. Time will be reserved between lessons for the candidate to debrief with School leadership and receive feedback.
- **Checking References**
MCSII will have a policy of calling references provided by the employee that include at a minimum speaking to a former employer.

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- **Offering Employment**

MCSII will offer employment through a hire offer memo and a phone call. MCSII's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.

- **Fingerprinting**

Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

MCSII reserves the right to amend, extend or truncate this process as circumstances require. Below are sample job descriptions for the two most prominent positions, MCSII will be hiring for in our first year (2012-2013); teacher and instructional assistant.

Teacher Job Description

Specific Responsibilities

- Executes the mission of MCSII including high academic achievement, integration of the five learning disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices.
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals.
- Plans student learning and individual achievements based on long and short-term goals, and program objectives.
- Selects and uses effective instructional methods and learning materials.
- Establishes a cooperative relationship with all assigned students.
- Manages the classroom in a positive manner and keeps students on task.
- Attends, participates, and facilitates team meetings and professional development opportunities, as well as common planning times.
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the MCSII school program.
- Prepares, administers, and reviews all required student assessments.
- Meets regular and predictable attendance requirements.
- Performs other duties, as deemed appropriate, by the Principal.

Qualifications

- Master's degree required
- Minimum of two years teaching experience in an urban public school or charter school setting
- Proven track-record of high achievement in the classroom and commitment to accountability
- Belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy

- Valid New York State Certification is helpful but not required

Instructional Assistant Job Description

Specific Responsibilities

The Instructional Assistant will have the opportunity to work with an experienced Principal, to participate in the professional development program of the school and to collaborate with an enthusiastic staff of teachers and highly qualified outside staff developers. The Instructional Assistant will support one or two classes at the same grade level in coordination with the classroom lead teachers.

Our Instructional Assistants will be asked to:

1. Work with teachers to address the individual needs of students.
2. Develop and support an inviting, exciting, and innovative learning environment.
3. Use materials effectively and keep lessons focused on the objective.
4. Keep students on task, assess student performance and provide feedback.
5. Execute the mission of MCSII including high academic achievement
6. Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals.

Hours are 7:30 am-4:30 pm Monday through Friday.

Qualifications

- Must be currently enrolled in a Masters program for Education
- Experience in a school setting
- Belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy

MCSII's administrator and staff hiring process will include the following phases:

- **Submission of Resume and Cover letter**
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at MCSII.
- **Interviewing**
MCSII's interview process is designed to help the Principal, Business Director or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School's staff; and b) will fit into MCSII's unique culture and environment. MCSII will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Business Director or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with MCSII's instructional philosophy and culture.
- **Checking References**
MCSII has a policy of calling references provided by the employee that include at a minimum speaking to a former employer.

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- **Offering Employment**

MCSII will offer employment through a higher offer memo and a phone call. MCSI's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.

- **Fingerprinting**

Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

MCSII reserves the right to amend, extend or truncate this process as circumstances require.

Principal of Manhattan Charter School II

The Co-Leader/Principal of Manhattan Charter School II will be the day to day onsite leadership and work with the Co-Leader/Business Director to ensure the mission of MCSII is being met.

Specific Responsibilities

Instructional Management:

- Ensures high academic outcomes as identified in MCSII's charter
- Responsible for the curriculum, all instructional materials and implementation
- Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school's students
- Aids teachers in implementing effective instructional practices and monitors student achievement on an ongoing basis

Culture Leader:

- Executes the mission of MCSII including high academic achievement, integration of the five learning disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals

Human Resources:

- Trains, supervises and evaluates all instructional staff and teachers
- Works with staff to create professional development plans
- Fosters collegiality and collaborative decision making among staff
- Has the final say in all hiring and firing decisions

Community and External Relations:

- Is the public face of the school in the community, working together to build a connection between the school and families and other stakeholders that is strong, mutually respectful and marked by continual communication about student achievement

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Administrative Management:

- Develops and sets annual school performance objectives. Identifies, analyzes, and applies researched findings to promote school improvement
- Maintains compliance with city, state and federal law, regulations, reporting, and testing
- Communicates regularly with the Board of Trustees about the needs, successes, recommendations, and general operation of the school

Qualifications:

- Master degree in education or school administration, or related degree
- A minimum of 7-10 years of progressively more responsible experience in teaching , related education specialty, supervision or administration; or equivalent education and experience
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers, parents, community leaders, Board members, and others to continuously improve instructional excellence
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, students, and community leaders
- Communicates clearly and effectively with staff
- Works to create a positive school culture

Curriculum and Instruction Coach

The Curriculum and Instruction Coach is an instructional, operational and strategic leader who works in close collaboration with MCSII leadership and supports teaching staff in curriculum implementation and instructional practice in specific grade cohorts.

Specific Responsibilities

Executes the mission of MCSII

- Executes the mission of MCSII including high academic achievement, integration of the five learning disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals

Assessment and Data coordination

- In collaboration with the lower grades coach, coordinates the administration of assessments, including but not limited to New York State, value added and other local assessments
- Works with leadership to produce customized reports for teachers based on assessment data

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- Provide ongoing support and training to teachers on how to use data to drive student achievement and makes necessary changes to instruction

Instructional Leadership, Support & Professional Development

- At the direction of the Principal and in coordination with content area specialists and the lower grades coach, design and deliver targeted, high-quality professional development for new and experienced teachers across the school year for developmental purposes
- Demonstrates best practices which includes, but is not limited to, modeling instruction
- Provides guidance in classroom and instructional planning, the gathering of instructional resources and classroom management in support of student mastery of standards

Curriculum Coordination

- Collaborate with teachers and leadership on curriculum development and implementation
- Monitors curriculum maps and ensures rigor and completeness for grades 3, 4, and 5
- Collaborate with teachers on the implementation of software to support curriculum alignment with state standards
- Coordinates purchasing and maintenance of curricular materials for grades 3, 4, and 5

Qualifications

- Master's degree required, or comparable credentials
- Minimum of five years teaching and leadership experience in an urban public school or charter school setting
- Proven track-record of high achievement in the classroom and commitment to accountability
- Belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy
- Valid New York State Certification is helpful but not required

Teacher selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of MCSII educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates for teaching positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population. MCSII's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. Successful candidates will demonstrate a commitment to continuous improvement and learning through professional development.

MCSII will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of teaching experiences, to serve a diverse population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles and who have achieved a Master's Degree in Education. Additionally, candidates should have a proven track-record of

Attachment 21(a-e) - Personnel

high achievement in the classroom and commitment to accountability and exhibit a belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy.

MCSII will seek to establish a broad applicant pool for all available and vacant positions. MCSII will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. MCSII will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, teachers will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on idealist.org or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

Manhattan Charter School II will seek to retain the quality teachers and staff which we hire. MCSII will offer a two week intensive professional development before the school year begins, one week after school ends and continuous professional development throughout the school year, including two half days per month. We will share resources with Manhattan Charter School I to offer our teachers access to multiple consultants who are experts in each of the core subjects we will teach.

In addition to Professional Development, MCSII will host multiple staff appreciation events, like staff luncheon, throughout the year. We will offer teacher stipends for classroom supplies that individual teachers purchase. MCSII will encourage cross discipline and grade communication on a variety of topics such as school culture and instruction methods.

(e) Staff Input

At Manhattan Charter School II, the leaders will create a professional atmosphere where they will value staff ideas and input. The Principal and Business Director of Manhattan Charter School II will have an open door policy and encourage staff input on all policies and procedures. In addition, all MCSII teachers will have the opportunity to participate in Critical Friends and Peer Review. The goal and purpose of these meetings will be to develop a community of practice and allow teachers to share professional knowledge. In these meetings, teachers will share best practices, engage in professional conversations using protocols, assess student work, review and discuss student data, use standards-based rubrics to guide conversations about curriculum and instruction, and make presentations in a non-evaluative manner.

Critical Friends will evaluate the effectiveness of instructional strategies used to engage students to meet goals. Specifically, Critical Friends at MCSII will be a teacher network that will promote the sharing of expertise and best practices, promote conversations about future growth, end privatizing of work and promote innovative thinking. MCSII's Critical Friends Group will use a Peer Review protocol to evaluate the effectiveness of instructional strategies used to

Attachment 21(a-e) - Personnel

engage students in meeting their goals. Using the protocol, in a Peer Review, teachers will review student work samples across grade levels and content areas and, as a group, they will evaluate whether the lesson is aligned to learning standards and whether instruction is intellectually challenging and appropriate for the full range of students served. The Critical Friends Group will bring to leadership professional development needs of the teacher community that have been discovered during the Peer review process. MCSII leadership will encourage and ask for staff input as often as possible, encouraging a culture of collaboration.

Attachment 21(a-e) - Personnel

Attachment 21(a-e) - Personnel

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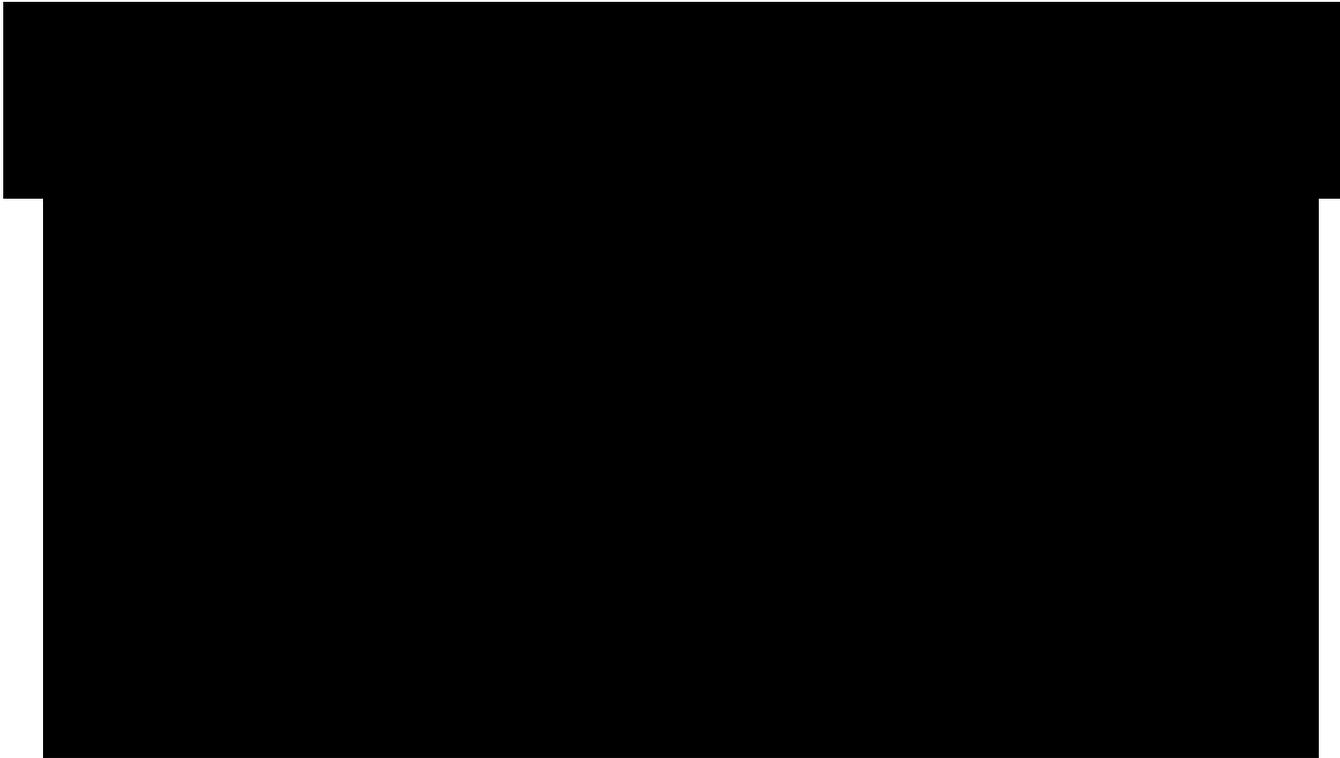
[REDACTED]
Scarsdale, NY 10583
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Education

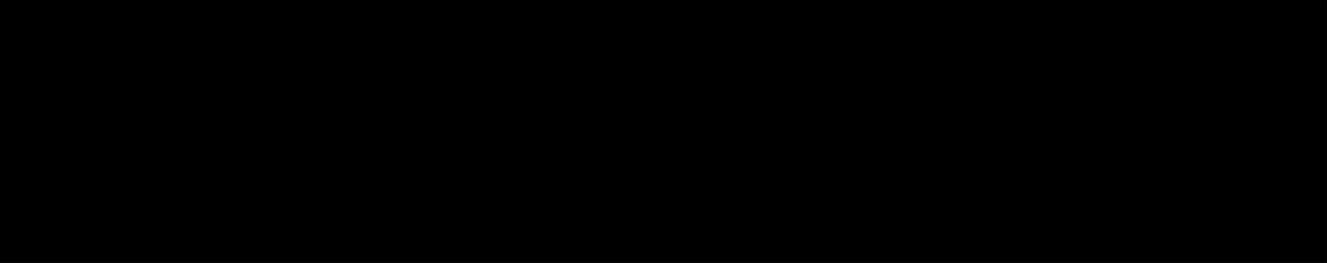
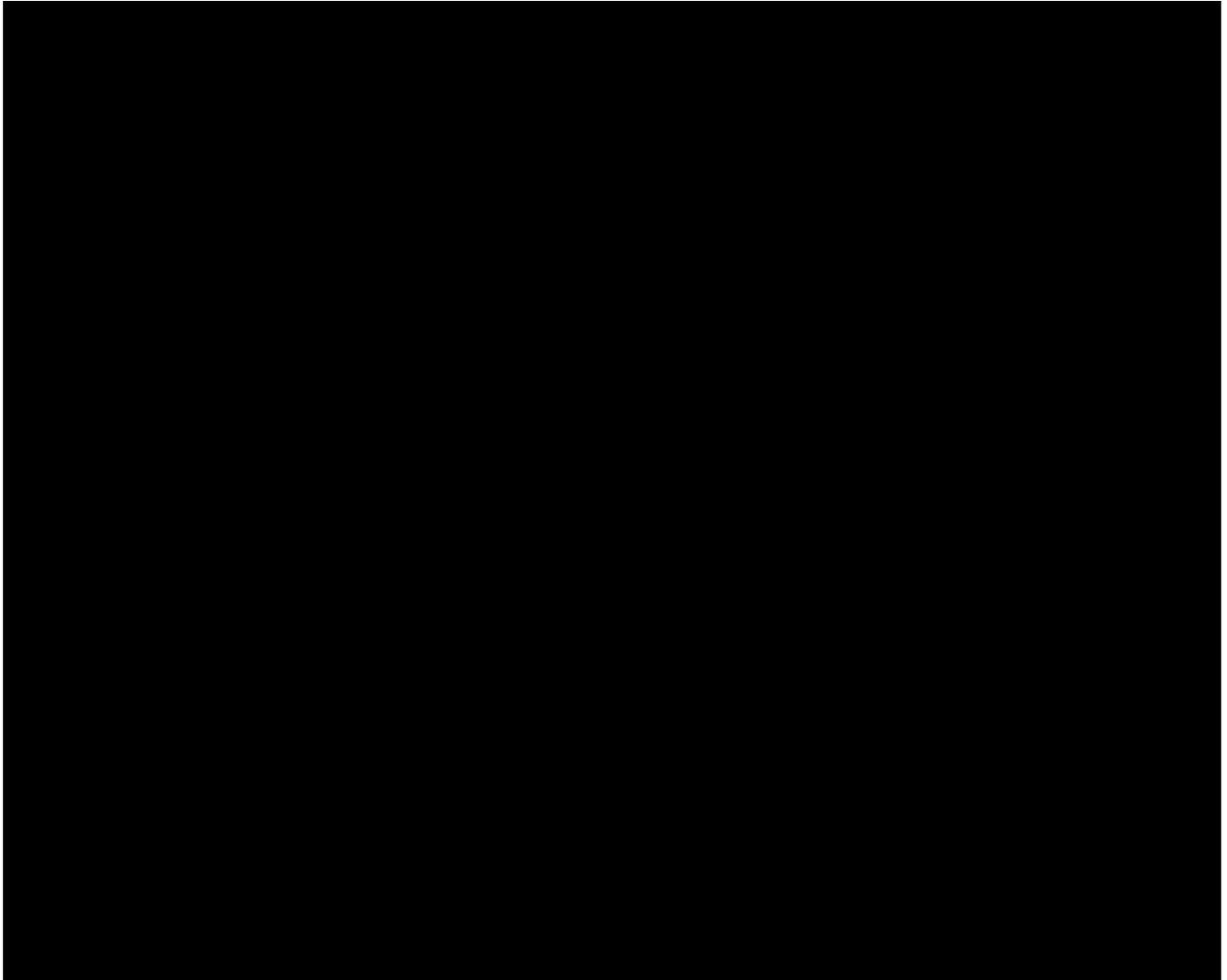
Professional Diploma, Administration and Supervision <i>College of New Rochelle, New Rochelle, NY</i>	1995
Master of Science, Special Education <i>Herbert H. Lehman College of the City University of New York, Bronx, NY</i>	1987
Master of Science, Recreation <i>Herbert H. Lehman College of the City University of New York, Bronx, NY</i>	1982
Bachelor of Arts, History and Sociology <i>Herbert H. Lehman College of the City University of New York, Bronx, NY</i>	1978

Highlights

- Committed to improving schools and instruction for 26 years
- Lead comprehensive reform initiative for districts and schools
- Entrepreneurial ability to manage change
- Proven ability to recruit, select, train, supervise and evaluate staff
- Promote the success of all students

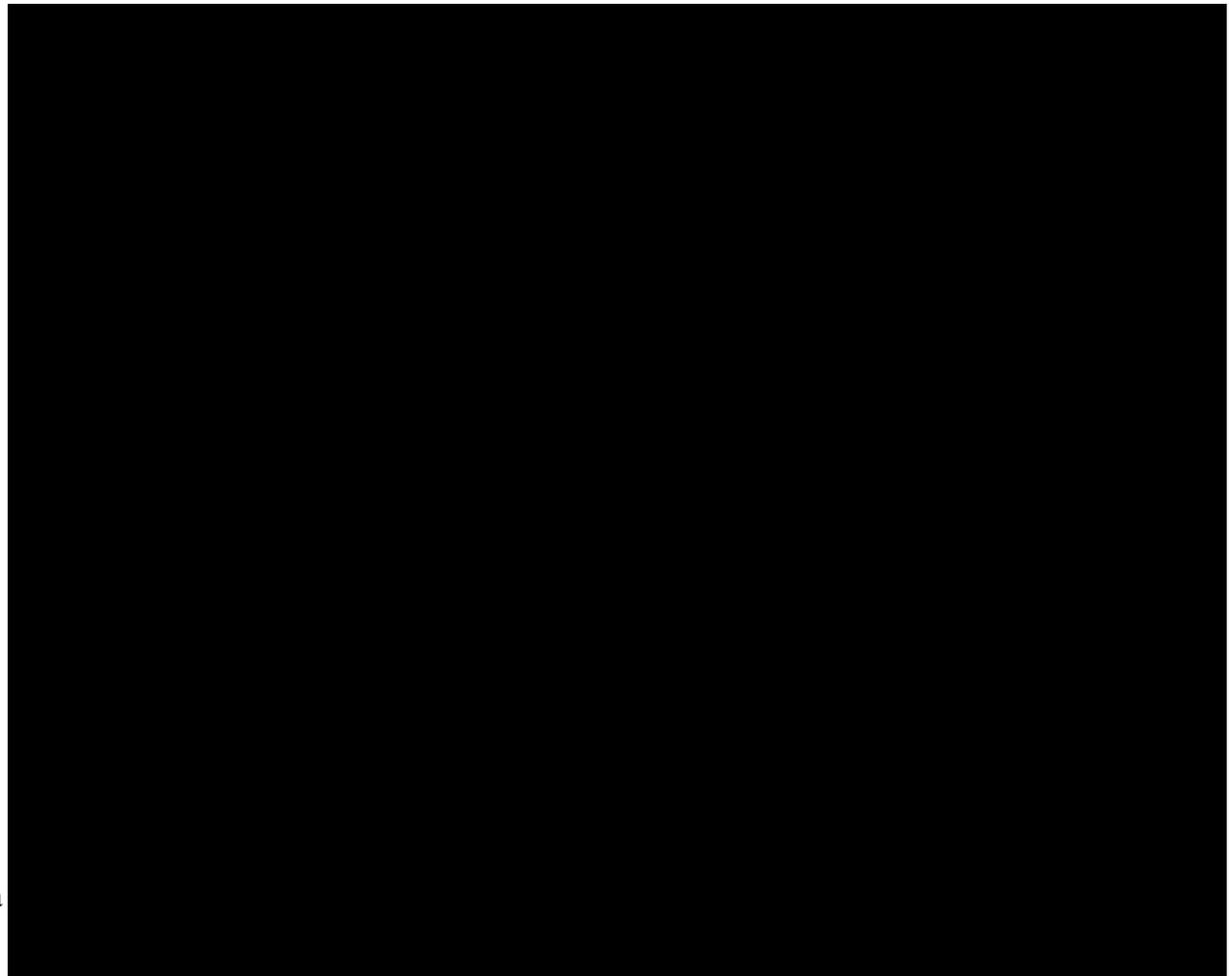
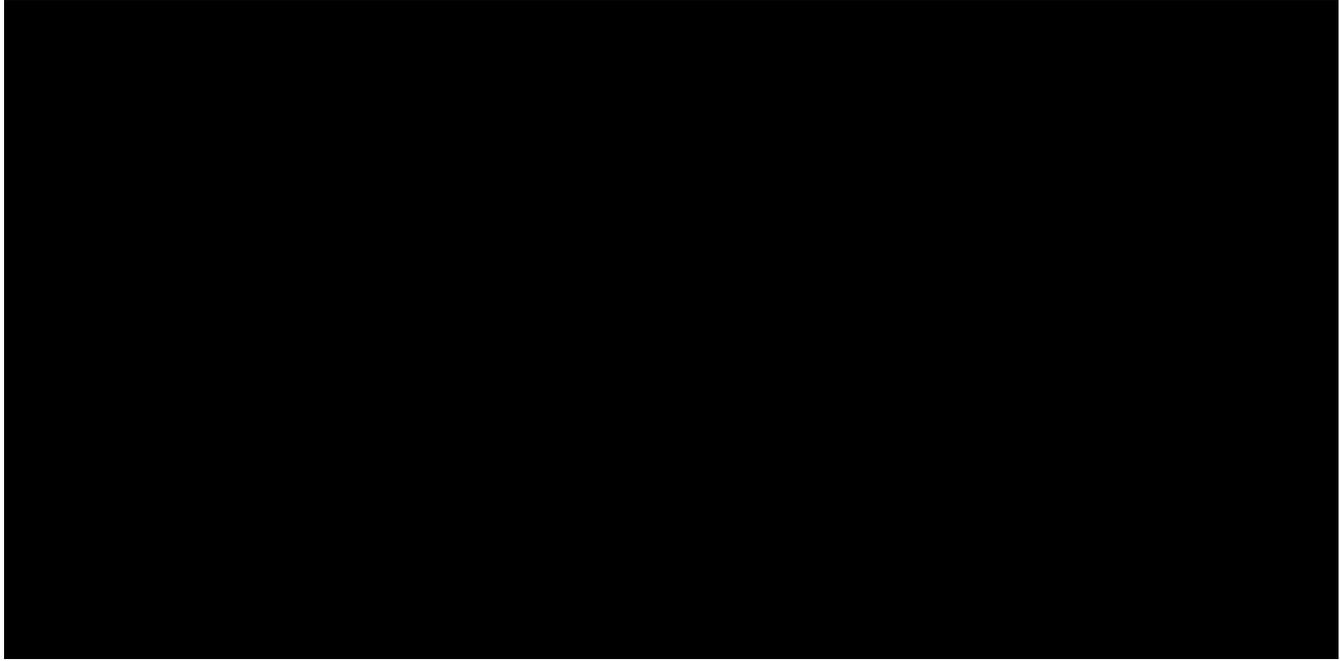


Attachment 21 - School Leader Resume



Stephanie T. Mauterstock

[REDACTED]
New York, NY 10013 [REDACTED]



Attachment 21 - School Leader Resume

[REDACTED]

Education **Tufts University**, Medford, MA 9/97-5/01
B.A., Economics, International Relations; Graduated *Cum Laude* in both majors

Columbia University at Reid Hall, Paris, France 1/00-5/00
French studies in the Humanities and Social Sciences

School for International Training, Yunnan Province, China 9/99-12/99

Publications O'Neill, Paul. Charter School Law Deskbook, 2nd ed. Charlottesville, VA: Lexis Nexis Publications, 2009. (contributing author).

 O'Neill, Paul, Christian Johnson and Stephanie Mauterstock. No Child Left Behind Compliance Manual. 2nd ed. Horsham, PA: LRP Publications, 2007.

 Mauterstock, Stephanie. "Yubeng: A Case Study of Rural Tibetan Education in Diqing Prefecture." Ethnic Minority Issues in Yunnan. Ed. Sam Mitchell. Kunming: Yunnan Fine Arts Publishing House, 2004. 238-263.

Recent Speaking Engagements

 "Charter School Accountability," guest lecturer at *Designing Charter Schools* class at Teachers College, Columbia University, November 22, 2010

 "Telling the Story of Your School with Data," presentation at the National Charter Schools Conference, Chicago, Illinois, June 30, 2010

 "Developing a Leadership Dashboard," presentation at the New York City Charter School Center, New York, New York, May 5, 2010

 "Charter School Accountability," guest lecturer at *Designing Charter Schools* class at Teachers College, Columbia University, November 23, 2009

 "Management Companies (E/CMOs) and Mom and Pops: Level Playing Field?," presentation at the National Charter Schools Conference, Washington D.C., June 23, 2009

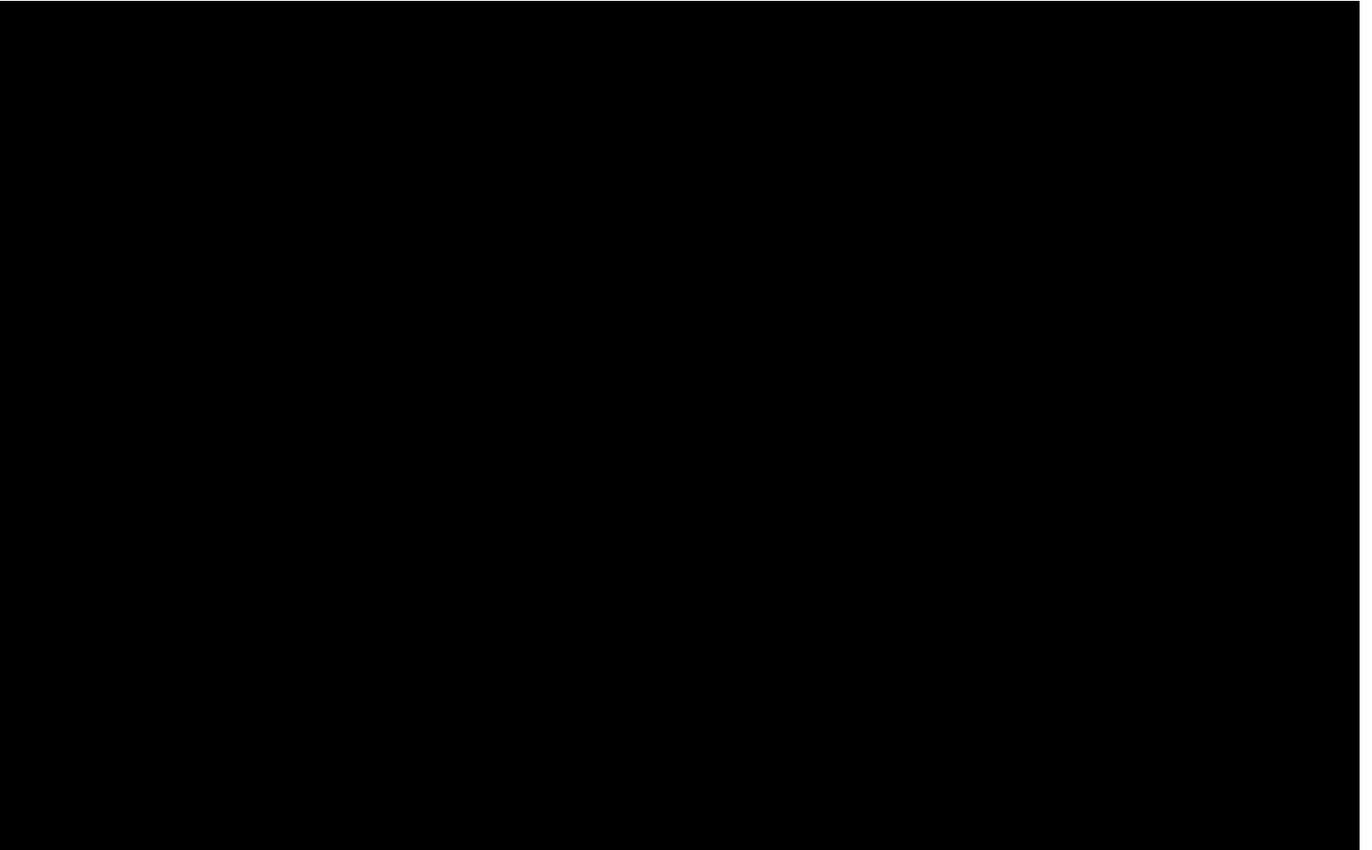
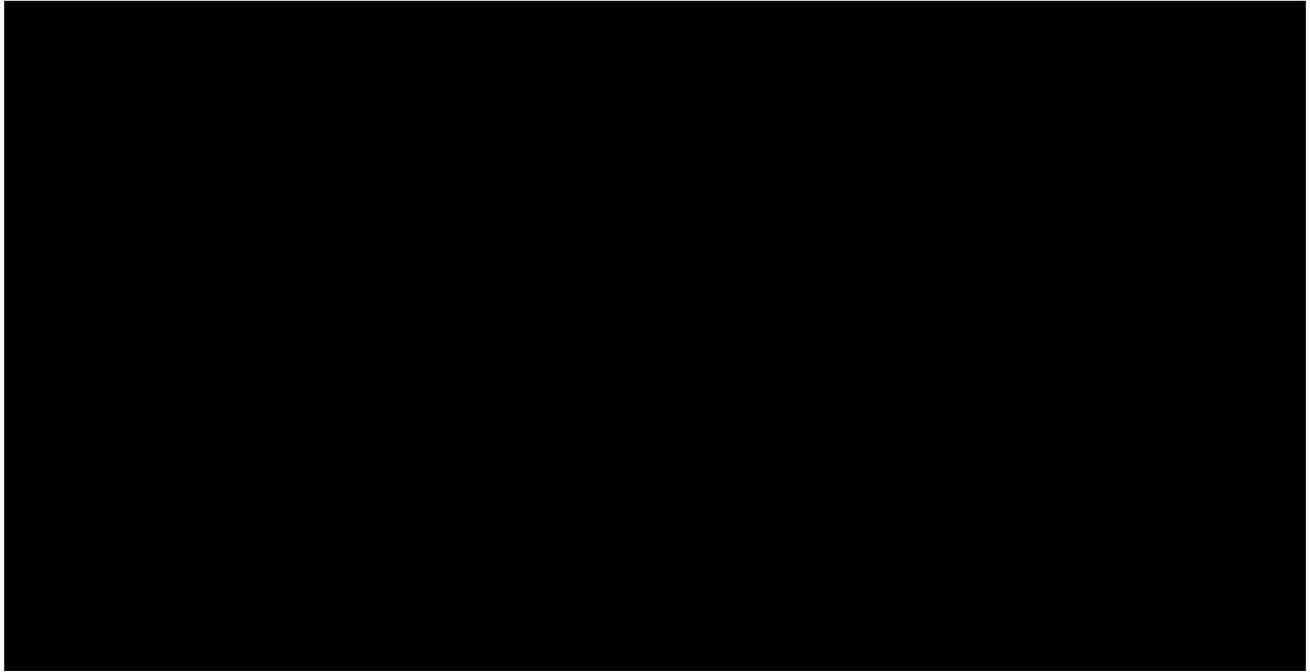
 "Grant Money and Charter Schools: What Authorizers Need to Know," presentation at the National Association of Charter School Authorizers national conference, Savannah, Georgia, October 23, 2007

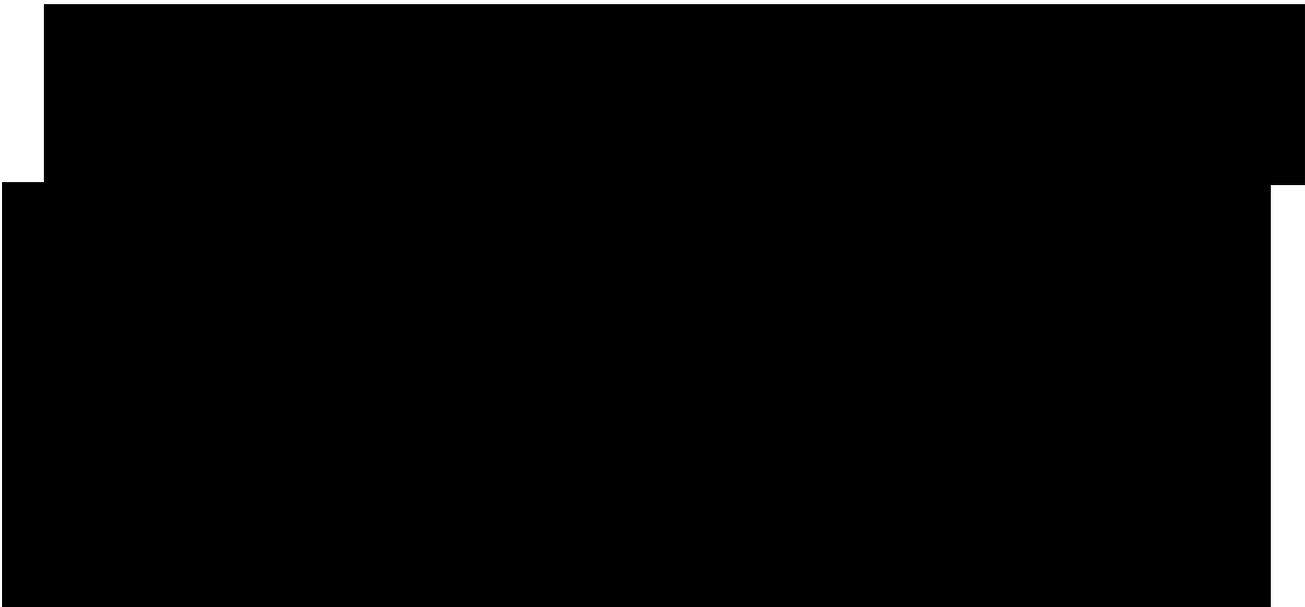
 "Supporting Charter Schools with Grant Money," presentation at the National Charter Schools Conference, Albuquerque, New Mexico, April 26, 2007

Languages Fluent French and proficient Mandarin

Hope Terroade

Brooklyn, New York 11201





Education

**Touro College, School of Education and Psychology, Graduate Division, New York, NY
2005-2007**

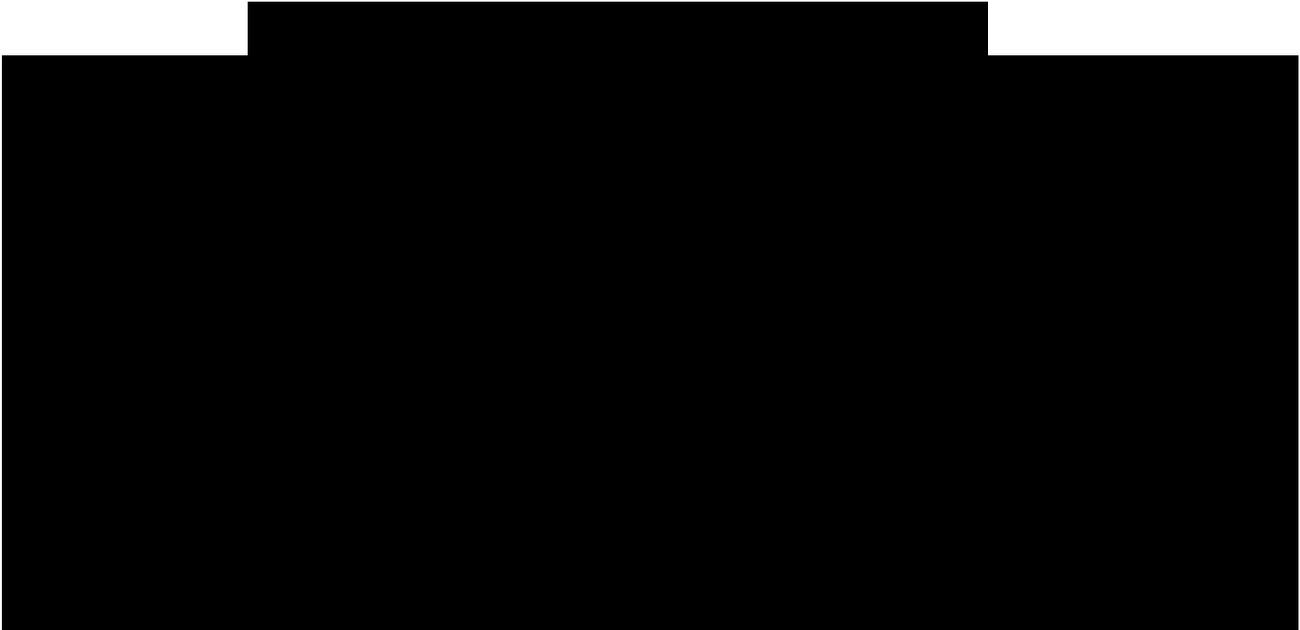
Masters of Science, Education/Special Education (Birth-Grade 2)

Nyack College, Nyack, NY 2001-2005

Bachelors of Science, Elementary Education

Qualifications

- University of the State of New York Education Department Public School Teacher Certificate, Early Childhood Education (Birth-Grade 2)
- University of the State of New York Education Department Public School Teacher Certificate, Students with Disabilities (Birth-Grade 2)



Attachment 21 - School Leader Resume



Attachment 22 – Parent Involvement

Parent Involvement

Manhattan Charter School II will be accountable to the parent community and therefore prioritizes communication between the School and the home. Most importantly, parents will be welcomed and encouraged to call the School and set up an appointment with a teacher or the Principal if they have concerns, questions or comments. MCSII will create specific opportunities for the parent community to understand the “state of the School,” including:

- Sending monthly newsletters home to parents that inform readers on activities within the School and the community, and extend invitations to different upcoming events;
- Holding school-wide parent forums four times a year that showcase student achievement, including student musical performances, and featuring an address from the Principal on the state of MCSII;
- Providing parents with the School’s curriculum, including our academic standards, as part of their admission package so they can evaluate MCSII’s progress; and
- Ensuring that the Principal and the Business Director will be available to parents to share ideas and to address concerns regarding the life of the School, the School’s achievement of its Mission and the School life of each student.

The School will support and encourage the Family School Association in the manner set forth below and in such other ways as the Board deems appropriate. Participation in the Family School Association shall not be required for a parent to participate in the School. The School will:

- make meeting space available at the School facility for the Family School Association to conduct its business;
- support and encourage communication between the Family School Association and the School’s overall parent body, individual parents, the Board, the Principal and the Business Director, instructional staff and the public; and
- if desired by the Family School Association, appoint an instructional staff member as designated liaison between the Family School Association and the School.

MCSII will conduct workshops to inform and support parents in their efforts to support their children's academic success. During the first month and the sixth month the School is in session each academic year one or more teachers of each grade, or the Principal, shall hold a workshop for parents at which the following are presented:

- - curriculum, programs and approaches expected to be used in the grade during the academic year;
 - assessments to be administered during the academic year;
 - expectations regarding homework;
 - information regarding the School Mission, its values and its policies; and
 - guidance and tips on how to support a student’s academic success with activities outside School, such as available tutoring services.

In addition, a parent representative from MCSII will be encouraged to represent parent interests on the Board of Trustees.

Community Support and Demand for Manhattan Charter School II

a) District Support

Manhattan Charter School II proposes to be located in District 1, as is Manhattan Charter School I. Since the change to the New York State charter law which requires that New York City charter schools give preference to applicants from the Community School District where the school resides, and after MCSI implemented first preference for siblings of current students, 100% of MCSI's 2010-11 kindergarten class hails from District 1. MCSI interprets these shifting demographics coupled with the change to the charter law to mean that there is significant support and demand for MCSI in District 1.

MCSII looks forward to continued support and demand from the district and the community in its replication of the MCSI program. If it is to share space with a DOE school in District I, MCSII will follow the example of MCSI, a charter school which is a model for good co-location. The DOE has recommended that other schools observe the Building Council meeting process in place at 100 Attorney Street (where MCSI is located) because of the strong relationship between MCSI and PS 142. Together, the two schools have collaborated on capital improvements, hosted international visitors, and co-written grant proposals.

b) Community Support

Manhattan Charter School I has been serving the Lower East Side since 2005, and has become an important part of the community. The target population of MCSII will be similar to the student body at MCSI, which reflects the diversity of the Lower East Side. The School is embedded in the community and students take frequent field trips into the neighborhood, interacting with local museums, touring Chinatown, and interviewing vendors at the Essex Street Market. As a replication of the program at MCSI, MCSII will have **significant community support** for its program.

The YMCA provides Manhattan Charter School I's after school program and has written a letter of support for the School's replication. MCS Family Association has also submitted a letter of support. Furthermore, a renewal hearing was held on January 27, 2010. The majority of speakers were Manhattan Charter School I parents voicing their support for the School. Please see Attachment 23 – Evidence of Community Support for letters of support and testimonials from MCSI parents.

c) Student Demand

The request for an additional charter is a response to demonstrated **student demand** for enrollment in Manhattan Charter School I. This need is attributed to the fact that MCSI is the only charter school on the Lower East Side. The majority of District 1 schools on the Lower East Side provide a traditional education, while District 1 Schools above Houston Street (in the East Village) include more progressive options. MCSII seeks to replicate the educational program of MCSI, which offers students a structured environment, an arts- and culture-rich educational program, and a pedagogical approach focused on increasing teacher effectiveness and supported by performance pay for teachers. MCSI is the only educational offering of this type in District 1.

Attachment 23(a-d) - Community Support and Demand

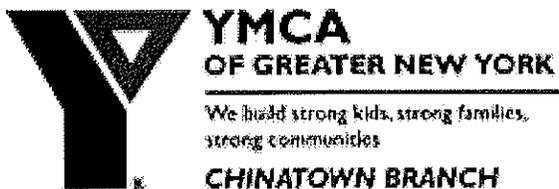
There are few quality elementary programs offered in District 1, and beginning Fall 2011 there will be only one other charter school. Girls' Prep Charter School is located in District 1, but in the East Village and next year it will relocate farther north to 11th Street. Girls' Prep also does not serve boys. Manhattan Charter School I will be the sole charter school located in the Lower East Side and there is significant student demand for the School expanding its services to the community. Furthermore, the School has been shown to have a significant educational benefit for its students. In 2008-9 and 2009-10, MCSI outperformed District 1 students in nearly every grade and subject on the NYS proficiency test.

MCSI's track record of high student achievement has also led to high demand for enrollment in the school. For the 2010-11 school year, MCSI received 393 applications for 51 available spots, 342 more than were available. (At the time of this request, 245 MCSI applications for the 2011-12 school year had already been received as of February 18, in advance of the April 1 deadline.) MCSII, as a replication of MCSI, will serve additional students on the Lower East Side. Please see Attachment 23 – Evidence of Student Demand for data on applications for admission in the 2010-11 school year.

d) Proposal Opposition

The School's proposal has been met with little opposition, with the exception of several expressions of discontent by the Community Education Council (CEC) in District 1. However, the School has made every effort to maintain transparency during the application process and to welcome the input of community members as it seeks replication. The School has undertaken a thorough community engagement campaign including letters to politicians and the District 1 CEC, flyers posted throughout the neighborhood by MCSI's Family Association, an ad in the community newspaper, a notice on the School's website, and a public meeting open to all community members (see Attachment 7 – Evidence of Community Engagement).

The success of MCSI in serving the Lower East Side community is the rationale for seeking an additional charter to serve more students. MCSI has been highly effective in improving student performance, and enrollment is in high demand throughout the community. Because of the overwhelming support from the district, the community, students, and parents, Manhattan Charter School II is confident that the minimal opposition to its replication will not impede the School's ability to successfully implement its program.



February 16, 2011

To Whom It May Concern,

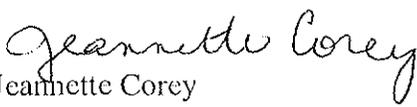
Our Afterschool Program has been operating at the Manhattan Charter School for the last three years. The principal and faculty continue to be strong partners to our program; they provide resources and strongly support the work that we do. Since the beginning of our relationship, Ms. Depolo has been instrumental in establishing the importance of our program to the parents of MCS and the community as whole. Her dedication and commitment has grown being a partner to the YMCA to a believer in our mission to provide excellent service and support to our community.

We respect the work that is being done at the Manhattan Charter School. We are witness to this great work each and every day! Manhattan Charter School is a strong example of a successful school that understands the needs of each student and delivers a well-rounded education based on each individual's needs. Manhattan Charter considers each student's needs when developing their goals and objectives. As a result, children love to learn.

Although, our program's size is modest at this time, we are confident that our partnership with Manhattan Charter School allows us to show steady and sustainable growth. It is our goal to continue this important collaboration. It is crucial to producing well-rounded individuals that can contribute to their communities.

We highly recommend that the Manhattan Charter School be given the opportunity to replicate their amazing model of academic success and are confident that their record will speak to their capacity to make a difference in our community.

Sincerely,


Jeannette Corey
Executive Director
Chinatown YMCA



Manhattan Charter School
100 Attorney Street, New York, NY 10003
(212) 533-2743

Family Association

February 17, 2011

To Whom It May Concern:

My name is Albert Knaus and I am President of the Manhattan Charter School Family Association. I write to express the support of Family Association for the proposed new grade K-5 charter school currently known as Manhattan Charter School II.

The existing Manhattan Charter School ("MCS") not only provides an excellent educational program for the children who attend school there; it is a model for how a successful public school should operate.

As parents we want a school environment that encourages learning and exploration and where academic success is integral to the school culture. We want teachers and staff to be supportive of the students, and the students to be supportive of each other. We want a curriculum that challenges each student, opens their eyes to the larger world around them, and prepares them for the next phase of their education.

MCS succeeds brilliantly at this. In addition to a strong core curriculum, the children learn music and French, and also have Art and Physical Education as part of their weekly schedule. The school provides excellent services to a significant number of children with special educational needs and integrates these children into mainstream learning to the maximum extent possible.

As citizens and taxpayers we want a school organization that is well run and produces results. On both the academic and business side, MCS has shown itself to be innovative, efficient, and successful in its outcomes. The school has shown the ability to attract and retain an excellent, committed, and highly motivated teaching staff. Every staff member adds value. The record of academic achievement reflected in student test scores is laudable and accomplished without extra public or private resources.

Parents on the Lower East Side community will embrace wholeheartedly the added educational choice for their children that an MCS II will provide. We fully support the granting of a charter for MCS II.

Sincerely,

A handwritten signature in black ink, appearing to read 'Albert Knaus', written in a cursive style.

Albert Knaus

For February 17th, 2011

Greetings to all!

Attn: Concerned parents, School Staff and most of all, SUNY Trustees

My name is Vincent Adams and I am a committed Manhattan Charter School parent. While circumstances did not permit my presence this evening, I still view this as an important opportunity to open a door to a broader audience to share in the gift given to my family for the past 4 years.

To give you a small example of what many others can similarly share, I offer this...

Over the course of the past 5 years, my family has moved about 6 or 7 times, through three boroughs. That level of instability can rock any home. For 4 of those 5 years, in the midst of 7 moves and a host of other family drama, the Manhattan Charter School has been tried, tested, proven and exceeded itself in providing the one indelible mark on our children's educational lives, the one stable home when they didn't have one to go to and the one place out of many that captured the essence of our children's learning style and delivered it with pure and genuine love. Not only is this a gift that keeps on giving, but still stands as more of an anomaly within the broadscale of public school education in NYC up until its existence. The greatest travesty of our experience is our limitation in spreading the love about this best kept secret in the NYC school system, due to spacial limitations and unfortunate political pushback. By now it should be evident that "if it ain't broke, don't try to fix it", but rather duplicate it –BECAUSE IT WORKS! The US Secretary of State, Hilary Clinton must have thought so too, or she wouldn't have shown up here to express her thanks.

The prospect of an expanded Manhattan Charter School makes it possible that a casual conversation about what's so special about my kids' educational experience is not so unique, but rather a commonality in District 1. There are many who can share stories of achievement of State standards and would be correct, but the story of Manhattan Charter School is a story about heart – not about numbers and statistical, intellectual success. But if you are blessed, as we are, to have both of those critical elements in one place, you would do a tremendous disservice to the community not to make it available if it is within your power to do so.

So from one parent among many, I voice my support for this very necessary and worthwhile expansion, which is paramount to even my grandson's future in the next two years. I pray that you decide in favor of MCS –II.

On behalf of the Adams Family, thank you for making this even a reality to propose. We look forward to the victory!

Vincent M. Adams



Manhattan Charter School2 <manhattancharterschool2@gmail.com>

Public Meeting 2/17/11

1 message

Cari Wallace <cari_dannielle@hotmail.com>

Thu, Feb 17, 2011 at 5:21 PM

To: [REDACTED]

I am submitting a comment in favor of the decision to open a new charter school in lower Manhattan. As a parent of two children currently enrolled in Manhattan Charter School, I have witnessed the staff fulfill its commitment to achieving high academic levels in the four academic areas and music. I believe more students in lower Manhattan should have the opportunity to a quality education and I completely support the proposal to open a second charter school in the area.

Sincerely,

Cari Wallace
[REDACTED]

Attachment 23 - 4

Attachment 23 - Evidence of Student Demand

Evidence of Student Demand

MCSI's track record of high student achievement has led to high demand for enrollment in the School. For the 2010-11 school year, MCSI received 393 applications for 51 available spots, 342 more than were available. At the time of this request, 245 MCSI applications for the 2011-12 school year had already been received as of February 18, in advance of the April 1 deadline. MCSII, as a replication of MCSI, will serve additional students on the Lower East Side.

Applications for Admission in 2010-11

Grade Level	Applications Received	Spots Available
Kindergarten	284	48
First Grade	71	2
Second Grade	38	1

Student Recruitment and Retention

Manhattan Charter School II Recruitment

Manhattan Charter School II proposes to be located in NYC Community School District 1. Since Manhattan Charter School II will be a replication of Manhattan Charter School I, the School anticipates it’s enrollment to match that of the MCSI. The preliminary enrollment targets for the NYC CSD1, established by the SUNY Trustees and the MCSI current enrollment are as follows:

	Free & Reduced Lunch (FRL)	Special Education (SPED)	ELL
CSD1 (as established by SUNY Trustees)	69.8%	16.6%	11.9%
2010-2011 MCSI Enrollment	78%	14%	0%

Based on the 2010-2011 MCSI enrollment, MCSII will exceed the FRL target set by SUNY and will be on target to meet the Special Education enrollment target. MCSII will make every effort to recruit for and retain additional special education students to meet the minimum target of 16.6% enrollment. MCSII will also put in place solid strategies to recruit and retain ELL students.

Publicity and Outreach

Each year, the School will hold tours and information sessions to inform the families of prospective students and community members about its program. Information sessions will be held at the School itself, at Pre-Ks and nursery schools, schools and programs offering music instruction to children and/or at other locations, as needed. The School will schedule information sessions beginning the fall prior to the first day of the students school year and will hold as many of them throughout the fall, winter and spring as the Board considers appropriate to build a student body and community of families that reflect the diversities of New York City, as stated in MCSII’s Mission Statement. MCSII will also conduct outreach to all Pre-K in downtown Manhattan and the neighboring Brooklyn communities. In order to recruit for FRL students, MCSII will focus these efforts in small, low-tuition Pre-K programs as well as Head Start Programs located in CSD1.

Outreach sessions for student will be publicized using flyers, signage at the School and contact with community organizations. For school years after the first, families will be encouraged to visit the School, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

Manhattan Charter School II will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. The application will be available in English, Spanish, and Mandarin (Spanish and Mandarin being the top two languages spoke in CSD 1, other than English). For any parent that requests assistance in completing the application, the Family Relations and Attendance Coordinator and other multi-lingual MCSII staff will provide

help. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Preferences

The School will give preferences to the following pupils, in the following order of priority:

- to pupils returning to it in its second and subsequent years of operation,
- to the siblings of enrolled pupils, and
- to all students who live within the Community School District where MCSII is located.

Waiting lists will not carry over from year to year. The School may send an application or other information directly to families who have previously applied.

Compliance with Applicable Law

As a public school, Manhattan Charter School II will be open to children who are eligible under the laws of New York State for admission to a public school. The School will follow all applicable state and federal laws in admitting students. The School will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful.

MCSII acknowledges and will comply with the New York City Department of Education policy that may requires the allowance of ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program.

Evaluating Recruitment Efforts

The efficacy of recruitment and enrollment efforts will be measured by full enrollment at all grade levels. The board reviews enrollment at every board meeting as part of the accountability system. When enrollment drops below 90% of the enrollment listed on the charter agreement, leadership and the board will review recruitment strategies and determine what's not working and new strategies to be introduced. The board will also review school demographics, particularly of newly enrolled students to watch for any shifts in demographics. When the demographics of the community school district where MCSII will be located differ by 15% for a given subgroup from the School's demographics, indicating that the School may not be serving as disadvantaged a population as the district, leadership and the Board will discuss expanded outreach to target underserved populations, such as free and reduced lunch, special education or English Language Learners.

Manhattan Charter School II Retention

Manhattan Charter School II will meet or exceed the preliminary targets established by the SUNY Trustees listed above through a variety of strategies. To retain free and reduced-price lunch program students, Manhattan Charter School II will make sure that all parents are informed of the program at the beginning of each school year. MCSII will also make sure that if any parents need assistance completing paperwork or understanding program that our Family Relations and Attendance Coordinator will be made available to translate or assist with any questions. For the retention of special education students, MCSII will replicate the special education program that is already in place at MCSI. This program includes a special education teacher working together with classroom teachers to identify students who may be at risk through

Attachment 24 – Student Recruitment and Retention

the Response to Intervention (RTI) process. MCSII will also offer intervention to students who may not be identified but could be at risk to be identified as special education, therefore the special education teachers know all students at risk, diagnosed or not and can make recommendations as needed. MCSII's ELL program will be a replication of the program already in place at MCSI.

To monitor subgroup retention, the board will receive information on attrition at each board meeting, with leadership noting the reason the student left the school and any subgroups to which that student belonged. Should the board notice any subgroup trends in attrition, a rigorous conversation will ensue about the program offered at the school and how they are or are not meeting the needs of the community and short and long terms action plans will be developed to address the concern. MCSII recognizes that serving the needs of all learners in the community is vital to its success and sustainability.

Attachment 25(a-c) - Facility

Facility

(a) Facility Needs

Manhattan Charter School II has not yet identified a facility, but is committed to the facility being located in New York City, specifically in Community School District (CSD) 1 in the borough of Manhattan.

In FY 2013, Manhattan Charter School II will need three general education classrooms, a music classroom and a special education classroom. Given our daily commitment to offering music, MCSII will also need access to an auditorium for performances and community meetings and a gymnasium for physical education and indoor recess. For the next four years, Manhattan Charter School II will add two additional general education classrooms each year; with FY 2014 requiring five classrooms, FY 2015 requiring seven classrooms, FY 2016 requiring nine classrooms, and FY 2017 requiring eleven general education classrooms. Additionally, in FY 2016, MCSII will need one additional music classroom and one additional special education classroom.

In addition to instructional space, Manhattan Charter School II will need space for administrative functions. Beginning in FY 2013, MCSII will require at a minimum five administrative offices, one of them being a main office.

(b) Facility Selection

Manhattan Charter School II has not yet identified a specific facility, whether private or public, and will be looking for a facility located in NYC Community School District 1.

Manhattan Charter School II's first choice for facility location would be to co-locate in a NYC Department of Education (DOE) building within Community School District 1. We have had conversations with the NYC DOE regarding our interest in replicating and housing MCS II in a public space.

Upon further research of DOE statistics from the DOE office of Data and Accountability and Assessment, we have found that there are potentially six current under-utilized spaces located in CSD 1. This data we found from analyzing the "Enrollment, Capacity and Utilization Report 2008-2009." The most recent data from the 2008-2009 report shows current under-utilization of spaces located in CSD 1 (see chart below with current available space).

Current School in CSD 1	Building Capacity	Over/(Under)	Building % Utilization
PS 20	896	-303	66%
PS 137	907	-296	67%
PS 188	1010	-330	67%
M025	1477	-444	70%
M056	1651	-637	61%
M060	1295	-413	68%

Attachment 25(a-c) - Facility

At this time, MCSII is not proposing to be located in any particular DOE building, we are merely stating findings on under-utilized buildings based on the DOE's public reports. We expect to work closely with the DOE during the 2011-12 school year, when they have up to date information on space utilization in CSD 1 and in accordance with their timeline for determining public school sites beginning Fall 2012. If MCSII is to occupy part of a district school building, we will allow enough time in our facilities completion schedule for the Institute to hold a hearing on notice as required prior to occupancy.

Ideally, MCSII would be able to work with the NYC DOE and CSD 1 to find a public space that fits the NYC DOE's needs to utilize a building to its full capacity and fits MCSII's need for a space that promotes our charter goals. The Board of Trustees would ensure that whatever space MCSII decides to reside in aligns with our program needs and doesn't interfere with our mission.

In the case that the NYC DOE does not have space available for our use, Manhattan Charter School II plans to work with Civic Builders to secure private space in CSD 1, on the Lower East Side. Manhattan Charter School has been in conversations with Civic Builders for the last year and they are aware of our proposal to replicate as Manhattan Charter School II. They have identified Manhattan Charter School I and Manhattan Charter School II as charter schools that they would like to work with.

(c) Conflicts of Interest

If Manhattan Charter School II cannot operate in a NYC DOE building and therefore must seek private space, MCS II may end up owning a facility. The Board of Trustees will take every precaution to avoid conflicts of interest in any such arrangements, including evaluating all agreements and arrangements to ensure they align with MCS II's mission.

Attachment 25 - Facility Documents

Request is not applicable.

Food Services

Manhattan Charter School II Food Services Policy

Proposing to be located in DOE facilities, the School will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs for students eligible there under. MCSII will contract with the New York City Department of Education to provide food service to eligible students. However, Manhattan Charter School II reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. As have other NYC charter schools which have chosen to contract for food outside of the DOE, Manhattan Charter School II will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students.

Regardless of whether the New York City Department of Education or another entity provides such food service, any and all revenues from the federal free and reduced-price breakfast, lunch and snack programs shall be used exclusively for the provision of services to students eligible there under as required by the terms of the program(s). Students not eligible under the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs shall be responsible for their own meal and snack needs. Students can opt to bring their own lunch and not partake in the school lunch program.

Day-to-day implementation of the School's food services shall be the responsibility of the Family Coordinator and supervised by the Business Director.

As part of the School's regular annual professional development of its leaders and instructional and non-instructional staff members, teachers will be informed of the School's Food Services Policy so that they may possess sufficient knowledge to inform students' families on the matter.

The School will inform students' parents of the School's Food Service Policy before students start school at MCS and at the start of each succeeding school year, so students and their families will be fully informed of their rights and choices when making school meal and snack arrangements for their children.

Health Program Policies of Manhattan Charter School II

General Medical Services

The School will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Bureau of School Children and Adolescent Health (the “Bureau”) will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. The School will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau’s and the New York City Department of Education’s budgetary and staffing plans. Permanent, non-consumable and consumable facilities and supplies shall be provided by the School and Bureau as provided by applicable law and practice.

The School will store health records for enrolled students as required by law. While the School will be responsible for storage, the day-to-day maintenance of these records will be the responsibility of the health services staff of the Bureau.

Immunization: New York State law requires that each student entering kindergarten or a new school in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the fourteenth (14th) day of school. The School will require all students to have all required immunizations and vaccinations as required by law. Before a child can be permitted to enter and attend school (subject to the fourteen day waiting period) parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the charter school’s student population. The School will grant variances from vaccinations as per §2164 of the Public Health Law, as amended, subdivisions 8 and 9 of which are, on the date hereof, as follows:

8. If any physician licensed to practice medicine in this state certifies that such immunization may be detrimental to a child’s health, the requirements of this section shall be inapplicable until such immunization is found no longer to be detrimental to the child’s health.

9. This section shall not apply to children whose parent, parents or guardian holds genuine and sincere religious beliefs which are contrary to the practices herein required, and no certificate shall be required as a prerequisite to such children being admitted or received into school or attending school.

If a parent seeks to waive immunization requirements of his/her child, the School in consultation with the Bureau will make the waiver determination.

Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

Defibrillator: Manhattan Charter School II, in accordance with §917 of the Education Law, and in coordination with the Bureau, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in MCSII and at any MCSII-sponsored events at other locations.

Medication Delivery System Procedures

These requirements for the administration of medication in school will be communicated in the student-parent handbook and individual parent/student counseling.

- Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of Manhattan Charter School II staff.
- Physician Orders: Manhattan Charter School II requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
 - Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
 - The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.
- Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions
- OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement

Attachment 27 – Health Services

but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage.

- Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time.

Storage of Medication: All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Manhattan Charter School II Transportation Service Policy

Students attending Manhattan Charter School II will receive transportation services for which they are eligible under §2853(4) (b) and §3635 of the Education law. In the event the School is in session on days when New York City public schools are not in session, the School will seek arrangements with the New York City Department of Education to provide transportation, at cost, pursuant to §2853(4) (b) of the Education Law. Parents or guardians of students ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be responsible to provide transportation for them.

Day-to-day implementation of the School's Transportation Services will be the responsibility of the Business Director or the Principal, as decided by the Board.

As part of the School's regular annual professional development of its leaders and instructional and non-instructional staff members, teachers will be informed of the School's Transportation Policy so that they may possess sufficient knowledge to counsel students' families on the matter.

The School will inform the parents of potential students of the School's Transportation Services Policy as part of its student enrollment outreach programs, so students and their families will be fully informed of their transportation rights and choices when considering our charter school.

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

Parents of students seeking transportation services will be required to submit a written request each year, no later than April 1st, to the CSE as the CSE is responsible for updating student records in the Department of Education Pupil Information System. Parents can contact the Office of Pupil Transportation's Customer Service Unit at 718-392-8855 to check the student's transportation status. As a result, parents will have to make transportation requests prior to being admitted to MCSII.

Attachment 29 – Programmatic Audits

Programmatic Audits

Manhattan Charter School II shall undertake programmatic audits on an annual basis in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision making, including financial planning, and personnel decisions.

The school will submit an Annual Report to the SUNY Charter Schools Institute. This Report will include the state-mandated School Report Card, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the school and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report will further include a discussion of the progress made toward the school's achievement goals.

In addition to these audits required by law, MCSII will conduct internal audits, annually at a minimum and in advance of all scheduled audits by outside auditors, in various programmatic areas including Student Records, Special Education, Title I, fixed asset management and Human Resources to assist the school in establishing exemplar operational procedures and ensure the school is in compliance with applicable laws and regulations.

Attachment 30 – School Partnerships

School Partnerships

If MCSII receives DOE space within a public school, it will partner with the school or schools currently in that building, regardless of whether they are low-performing schools. MCSII will follow the model of MCSI, which has been recognized for its strong working relationship with PS 142 while located at 100 Attorney Street. MCSII will maintain positive relations with the school or schools with which it shares space.

In addition, Manhattan Charter School II will partner closely with Manhattan Charter School I to share best practices and innovations.



Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

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151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVILLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETHQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTECELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CININNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESE	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLL- MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	911101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	511101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

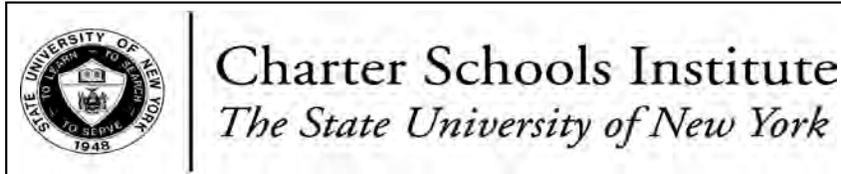
* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTS KILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Manhattan Charter School II

Contact Name:	Paul O'Neill
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

Manhattan Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

		30,000	DESCRIPTION OF ASSUMPTIONS
Total Revenue		30,000	
Total Expenses		-	
Net Income		-	
Actual Student Enrollment		-	
Total Paid Student Enrollment		-	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
NYC CD1	13,527	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
NYC CD1	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-	
Special Education Revenue		-	
Grants		-	
Stimulus		-	
DYCD (Department of Youth and Community Developmnt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants		-	
Charter School Program (CSP) Planning & Implementation		-	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising	30,000	-	MCSII will use current MCSI development list to soliciate financial contributions for Pre-Operating Period
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		30,000	
TOTAL REVENUE		30,000	

Manhattan Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

		30,000	DESCRIPTION OF ASSUMPTIONS
Total Revenue		30,000	
Total Expenses		30,000	
Net Income		-	
Actual Student Enrollment		-	
Total Paid Student Enrollment		-	
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management	1.00	-	MCSII Principal, cost covered by MCSI - see budget narrative
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	1.00	-	MCSII Business Director, cost covered by MCSI - see budget narrative
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	-	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		-	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		-	
			All Payroll Taxes and Fringe for Principal and Business Director will be covered by MCSI for the pre-opening period.
TOTAL PERSONNEL SERVICE COSTS	2.00	-	
CONTRACTED SERVICES			
Accounting / Audit		6,000	Financial Management consulting in Pre-Opening period (\$1000 per month, six months)
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		10,000	Website Development Consultant Costs
TOTAL CONTRACTED SERVICES		16,000	
SCHOOL OPERATIONS			
Board Expenses		1,000	Board Expenses during Pre-opening period
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		4,000	Technology for Co-Leaders (cell phone costs and computers)
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		2,500	Professional Development Costs for Co-Leaders
Staff Recruitment		-	
Student Recruitment / Marketing		5,000	Marketing materials, Student Recruitment Events for MCSI
School Meals / Lunch		-	
Travel (Staff)		1,500	Travel to and from PD and recruiting events
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		14,000	
FACILITY OPERATION & MAINTENANCE			
Insurance		-	
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	
DEPRECIATION & AMORTIZATION			
		-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY			
		-	
TOTAL EXPENSES		30,000	
NET INCOME		-	

Manhattan Charter School II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	30,000	
Total Expenses	30,000	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
		START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*		
NYC CD1	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
NYC CD1	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Manhattan Charter School II							
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							
January 1, 2012 to June 30, 2012							
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

Manhattan Charter School II								
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD								
January 1, 2012 to June 30, 2012								
		January	February	March	April	May	June	TOTAL
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	1.00	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL		-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Therapist Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-

Manhattan Charter School II													
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *													
July 1, 2011 to June 30, 2012													
* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	30,000	
Total Revenue	5,000	5,000	5,000	5,000	5,000	5,000	4,832	3,232	3,234	2,234	2,234	2,234	30,000
Total Expenses	5,000	5,000	5,000	5,000	5,000	5,000	4,832	3,232	3,234	2,234	2,234	2,234	30,000
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School D strict 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	30,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	30,000
TOTAL REVENUE	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	30,000

Manhattan Charter School II													
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *													
July 1, 2011 to June 30, 2012													
* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year													
	5,000	5,000	5,000	5,000	5,000	5,000	4,832	3,232	3,234	2,234	2,234	30,000	
Total Revenue	5,000	5,000	-	-	1,000	1,000	4,832	3,232	3,234	2,234	2,234	30,000	
Total Expenses	5,000	5,000	-	-	1,000	1,000	4,832	3,232	3,234	2,234	2,234	30,000	
Net Income	-	-	5,000	5,000	4,000	4,000	(4,832)	(3,232)	(3,234)	(2,234)	(2,234)	-	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	
Net Income	-	-	5,000	5,000	4,000	4,000	(4,832)	(3,232)	(3,234)	(2,234)	(2,234)	-	
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	No. of Positions												
Executive Management	1.00	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pensions	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	2.00	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titelium Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,000	5,000	-	-	-	-	-	-	-	-	-	-	10,000
TOTAL CONTRACTED SERVICES	5,000	5,000	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	16,000
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	166	166	167	167	167	167	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	2,000	400	400	400	400	400	4,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	416	416	417	417	417	417	2,500
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	1,000	1,000	1,000	1,000	1,000	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	250	250	250	250	250	250	1,500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	1,000	1,000	3,832	2,232	2,234	1,234	1,234	1,234	14,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY													
TOTAL EXPENSES	5,000	5,000	-	-	1,000	1,000	4,832	3,232	3,234	2,234	2,234	2,234	30,000
NET INCOME	-	-	5,000	5,000	4,000	4,000	(4,832)	(3,232)	(3,234)	(2,234)	(2,234)	(2,234)	-
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	5,000	5,000	4,000	4,000	(4,832)	(3,232)	(3,234)	(2,234)	(2,234)	(2,234)	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	5,000	5,000	4,000	4,000	(4,832)	(3,232)	(3,234)	(2,234)	(2,234)	(2,234)	-

Manhattan Charter School II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	791,341	133,453	-	-	236,110	1,160,904	
Total Expenses	791,341	133,453	-	-	236,110	1,160,904	
Net Income	0	0	-	-	-	0	
Actual Student Enrollment	59	13				72	
Total Paid Student Enrollment	59	13				72	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
NYC CD1	\$ 13,527.00						
School District 2 (Enter Name)	-	682,311	55,523	-	-	236,110	973,944
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	682,311	55,523	-	-	236,110	973,944
Special Education Revenue		-	72,730	-	-	-	72,730
Grants		-	-	-	-	-	-
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		79,152	-	-	-	-	79,152
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		761,463	128,253	-	-	236,110	1,125,826
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		23,600	5,200	-	-	-	28,800
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		23,600	5,200	-	-	-	28,800
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		6,278	-	-	-	-	6,278
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		6,278	-	-	-	-	6,278
TOTAL REVENUE		791,341	133,453	-	-	236,110	1,160,904

We assume full enrollment in each of 3 classes of 24 students each.

Consistent with demographics of MCS, we anticipate 10% of students will receive special education services 20%+ of the day and 8% will receive special education services less than 20% of the day.

NYC DOE DYCD start up funding

We anticipate that based upon family income, 80% of students will qualify for free/reduced lunch.

In kind FAMIS allocation based on 2010-11 rates of NYSTL at \$58.25 per student, NYSSL at \$22.70 per student, NYSLIB at \$6.25 per student

Manhattan Charter School II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue Total Expenses Net Income Actual Student Enrollment Total Paid Student Enrollment	791,341 791,341 0 59 59	133,453 133,453 0 13 13	-	-	236,110 236,110 - - -	1,160,904 1,160,904 0 72 72	
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	69,700	15,300	-	-	15,000	100,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	85,000	85,000
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	40,000	40,000
TOTAL ADMINISTRATIVE STAFF	3.00	69,700	15,300	-	-	140,000	225,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	3.00	195,000	-	-	-	-	195,000
Teachers - SPED	0.50	-	35,000	-	-	-	35,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	3.00	86,100	18,900	-	-	-	105,000
Specialty Teachers	1.00	60,000	-	-	-	-	60,000
Aides	0.50	9,840	2,160	-	-	-	12,000
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	8.00	350,940	56,060	-	-	-	407,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	11.00	420,640	71,360	-	-	140,000	632,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	42,064	7,136	-	-	14,000	63,200
Fringe / Employee Benefits	-	74,033	12,559	-	-	24,640	111,232
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	116,097	19,695	-	-	38,640	174,432
TOTAL PERSONNEL SERVICE COSTS	11.00	536,737	91,055	-	-	178,640	806,432
CONTRACTED SERVICES							
Accounting / Audit	-	8,200	1,800	-	-	5,000	15,000
Legal	-	-	-	-	-	5,000	5,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	992	218	-	-	-	1,210
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	54,000	-	-	-	20,000	74,000
TOTAL CONTRACTED SERVICES	-	63,192	2,018	-	-	30,000	95,210
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	500	500
Classroom / Teaching Supplies & Materials	-	23,600	-	-	-	-	23,600
Special Ed Supplies & Materials	-	-	5,200	-	-	-	5,200
Textbooks / Workbooks	-	24,600	5,400	-	-	-	30,000

Co-Leader and Principal

Co-Leader and Business Director

Admin and Parent Coordinator

Lead Classroom Teachers (2 K, 1 1st grade)

Special Education Teacher

Education Assistants

Part Time Music and Part Time French Teacher, total will be one specialty teacher

Part- Time School Aide

Payroll Taxes at 10%

Fringe/Employee Benefits at 8.58%, Employee Bonus at 9% = total is 17.6%

Based on current experiences at MCSI

Based on current experiences at MCSI

Based on number of staff, \$110 per staff

substitute services, 3 teachers 5 personal days total \$3000, and temp. services for 5 days, \$200 per day = total \$1000, Consulting services for Professional Development (intensive first year start up development) and leadership consulting from MCSI

Based on current expences at MCSI

\$400 per student, per year

\$400 per student, per year

based on costs of curriculum for three classrooms (\$10,000 per classroom, total \$30,000)

Manhattan Charter School II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	791,341	133,453	-	-	236,110	1,160,904	
Total Expenses	791,341	133,453	-	-	236,110	1,160,904	
Net Income	0	0	-	-	-	0	
Actual Student Enrollment	59	13				72	
Total Paid Student Enrollment	59	13				72	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Supplies & Materials other	7,080	1,560	-	-	-	8,640	based on number of students, \$120 per student for supplies for Physical movement, foreign language, music, and art supplies
Equipment / Furniture	14,760	3,240	-	-	3,000	21,000	based on costs to furnish three classrooms and office furniture
Telephone	1,200	1,200	-	-	2,000	4,400	Based on current expences at MCS
Technology	23,026	5,054	-	-	3,000	31,080	Promethian Boards for three classrooms (\$7360 each, total \$22080), classroom computers (2 per classroom, \$1000 each, total \$6000), other school computers/tech supplies (\$3000)
Student Testing & Assessment	5,605	1,235	-	-	-	6,840	based on number of students, \$95 per student
Field Trips	6,785	1,495	-	-	-	8,280	based on number of students, \$115 per student
Transportation (student)	1,180	260	-	-	-	1,440	based on number of students, \$20 per student
Student Services - other	10,325	2,275	-	-	-	12,600	supplies for student and family incentives, uniforms (\$175 per student)
Office Expense	5,402	-	-	-	5,000	10,402	Includes: copier and printing costs, office supplies, postage
Staff Development	8,800	-	-	-	-	8,800	Based on number of staff, \$800 per staff member
Staff Recruitment	5,940	990	-	-	2,970	9,900	Based on number staff, \$900 per staff member (includes staff appreciation, retention and recruiting)
Student Recruitment / Marketing	2,360	520	-	-	-	2,880	based on number of students, \$40 per student
School Meals / Lunch	-	-	-	-	-	-	based on number of students, \$275 per student
Travel (Staff)	300	100	-	-	-	400	Based on current expences at MCSI
Fundraising	-	-	-	-	-	-	
Other	1,000	360	-	-	2,000	3,360	subscriptions, misc. fees, based on current expences at MCSI
TOTAL SCHOOL OPERATIONS	141,963	28,889	-	-	18,470	189,322	
FACILITY OPERATION & MAINTENANCE							
Insurance	18,680	4,100	-	-	-	22,780	based on quote given to MCSII by Austin & Co. (MCSI current insurance broker)
Janitorial	1,770	390	-	-	-	2,160	based on number of students, \$30 per student
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	7,000	1,000	-	-	2,000	10,000	based on current expences at MCSI in shared building, total \$10,000
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	7,000	1,000	-	-	2,000	10,000	based on current expences at MCSI in shared building, total \$10,000
TOTAL FACILITY OPERATION & MAINTENANCE	34,450	6,490	-	-	4,000	44,940	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	15,000	5,000	-	-	5,000	25,000	
TOTAL EXPENSES	791,341	133,453	-	-	236,110	1,160,904	
NET INCOME	0	0	-	-	-	0	

Manhattan Charter School II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
	791,341	133,453	-	-	236,110	1,160,904	
Total Revenue	791,341	133,453	-	-	236,110	1,160,904	
Total Expenses	791,341	133,453	-	-	236,110	1,160,904	
Net Income	0	0	-	-	-	0	
Actual Student Enrollment	59	13				72	
Total Paid Student Enrollment	59	13				72	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CD1	59	13	-			72	
School District 2 (Enter Name)	-	-	-			-	
School District 3 (Enter Name)	-	-	-			-	
School District 4 (Enter Name)	-	-	-			-	
School District 5 (Enter Name)	-	-	-			-	
School District 6 (Enter Name)	-	-	-			-	
School District 7 (Enter Name)	-	-	-			-	
School District 8 (Enter Name)	-	-	-			-	
School District 9 (Enter Name)	-	-	-			-	
School District 10 (Enter Name)	-	-	-			-	
School District 11 (Enter Name)	-	-	-			-	
School District 12 (Enter Name)	-	-	-			-	
School District 13 (Enter Name)	-	-	-			-	
School District 14 (Enter Name)	-	-	-			-	
School District 15 (Enter Name)	-	-	-			-	
School District - ALL OTHER	-	-	-			-	
TOTAL ENROLLMENT	59	13	-			72	
REVENUE PER PUPIL	13,413	10,266	-			16,124	
EXPENSES PER PUPIL	13,413	10,266	-			16,124	

Manhattan Charter School II
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	174,446	-	174,446	52,046	185,092	1,046	185,092	1,047	213,244	-	174,445	-	1,160,904
Total Expenses	88,147	63,147	103,895	103,895	88,627	88,627	88,627	88,627	88,632	88,513	87,552	182,616	1,160,904
Net Income	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(182,616)	-
Cash Flow Adjustments	-	-	-	25,000	25,000								
Beginning Cash Balance	-	-	-										
Net Income	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(157,616)	25,000

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
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REVENUE * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.

REVENUES FROM STATE SOURCES	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Per Pupil Revenue														
NYC CD1	13,527	162,324	-	162,324	-	162,324	-	162,324	-	162,324	-	162,324	-	973,944
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	162,324	-	162,324	-	162,324	-	162,324	-	162,324	-	162,324	-	973,944
Special Education Revenue		12,122	-	12,122	-	12,122	-	12,122	-	12,121	-	12,121	-	72,730
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	51,000	-	-	-	-	28,152	-	-	-	79,152
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		174,446	-	174,446	51,000	174,446	-	174,446	-	202,597	-	174,445	-	1,125,826
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	9,600	-	9,600	-	9,600	-	-	-	28,800
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	9,600	-	9,600	-	9,600	-	-	-	28,800
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	1,046	1,046	1,046	1,046	1,047	1,047	-	-	-	6,278
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	1,046	1,046	1,046	1,046	1,047	1,047	-	-	-	6,278
TOTAL REVENUE		174,446	-	174,446	52,046	185,092	1,046	185,092	1,047	213,244	-	174,445	-	1,160,904

Manhattan Charter School II
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	174,446	-	174,446	52,046	185,092	1,046	185,092	1,047	213,244	-	174,445	-	1,160,904
Total Expenses	88,147	63,147	103,895	103,895	88,627	88,627	88,627	88,627	88,632	88,513	87,552	182,616	1,160,904
Net Income	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(182,616)	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(157,616)	25,000
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Staff Recruitment	825	825	825	825	825	825	825	825	825	825	825	825	9 900
Student Recruitment / Marketing	200	200	300	300	300	300	300	300	300	180	100	100	2 880
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	34	34	34	34	33	33	33	33	33	33	33	33	400
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	280	280	280	280	280	280	280	280	280	280	280	280	3 360
TOTAL SCHOOL OPERATIONS	32,383	32,383	24,899	24,899	9,630	9,630	9,630	9,630	9,629	9,510	8,550	8,549	189,322
FACILITY OPERATION & MAINTENANCE													
Insurance	1 898	1 898	1 898	1 898	1 898	1 898	1 898	1 898	1 899	1 899	1 899	1 899	22 780
Janitorial	-	-	216	216	216	216	216	216	216	216	216	216	2 160
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	833	833	833	833	833	833	833	833	834	834	834	834	10 000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	833	833	833	833	833	833	833	833	834	834	834	834	10 000
TOTAL FACILITY OPERATION & MAINTENANCE	3,564	3,564	3,780	3,780	3,780	3,780	3,780	3,780	3,783	3,783	3,783	3,783	44,940
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25 000	-	-	-	-	-	-	-	-	-	-	-	25 000
TOTAL EXPENSES	88,147	63,147	103,895	103,895	88,627	88,627	88,627	88,627	88,632	88,513	87,552	182,616	1 160 904
NET INCOME	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(182,616)	-
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	25 000	25 000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	25 000	25 000
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
NET INCOME	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(157,616)	25,000
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	86,299	(63,147)	70,551	(51,849)	96,465	(87,581)	96,465	(87,580)	124,612	(88,513)	86,893	(157,616)	25,000

Manhattan Charter School II					
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.					
Total Revenue	1,160,904	1,858,728	2,669,018	3,475,059	4,267,031
Total Expenses	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031
Net Income (Before Cash Flow Adjustments)	0	0	(0)	(0)	(0)
Actual Student Enrollment	72	120	168	212	253
Total Paid Student Enrollment	72	120	168	212	253
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013	2014	2015	2016	2017
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
	Per Pupil Revenue Percentage Increase				
	0.0%	3.0%	3.0%	3.0%	3.0%
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	CY Per Pupil Rate				
New York City CSD 1	13,527	973,944	1,671,840	2,410,800	3,133,360
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	973,944	1,671,840	2,410,800	3,133,360
Special Education Revenue		72,730	128,424	176,368	238,413
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Developmt.)		79,152	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,125,826	1,800,264	2,587,168	3,371,773
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		-	-	-	-
Title I		28,800	48,000	67,200	84,800
Title Funding - Other		-	-	-	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		28,800	48,000	67,200	84,800
LOCAL and OTHER REVENUE					
Contributions and Donations		-	-	-	-
Fundraising		-	-	-	-
Erate Reimbursement		-	-	-	-
Earnings on Investments		-	-	-	-
Interest Income		-	-	-	-
Food Service (Income from meals)		-	-	-	-
Text Book		6,278	10,464	14,650	18,486
OTHER		0	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		6,278	10,464	14,650	18,486
TOTAL REVENUE		1,160,904	1,858,728	2,669,018	3,475,059

DESCRIPTION OF ASSUMPTIONS

Manhattan Charter School II						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2013	2014	2015	2016	2017	
Total Revenue	1,160,904	1,858,728	2,669,018	3,475,059	4,267,031	
Total Expenses	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031	
Net Income (Before Cash Flow Adjustments)	0	0	(0)	(0)	(0)	
Actual Student Enrollment	72	120	168	212	253	
Total Paid Student Enrollment	72	120	168	212	253	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	100,000	103,000	106,090	109,273	112,551
Instructional Management	-	-	77,550	79,877	164,546	169,482
Deans, Directors & Coordinators	-	-	-	60,000	111,800	
CFO / Director of Finance	1.00	85,000	87,550	90,177	92,882	95,668
Operation / Business Manager	-	-	-	70,000	72,100	
Administrative Staff	1.00	40,000	74,000	76,220	78,507	80,862
TOTAL ADMINISTRATIVE STAFF	3.00	225,000	342,100	352,363	575,207	642,463
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	3.00	195,000	334,750	482,713	639,252	804,749
Teachers - SPED	0.50	35,000	66,000	67,980	140,038	144,240
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	3.00	105,000	180,250	259,924	344,214	441,738
Specialty Teachers	1.00	60,000	129,780	267,348	275,368	354,535
Aides	0.50	12,000	25,000	51,500	53,046	54,638
Therapists & Counselors	-	-	-	65,000	66,950	
Other	-	-	13,500	20,500	32,500	
TOTAL INSTRUCTIONAL	8.00	407,000	735,780	1,142,965	1,537,418	1,899,350

Principal, Year 1- \$100,000, Year 2 - \$103,000 with 3% increase each year after

Instructional Coach Year 2 - \$77,550, with 3% increase in salary each year after that
Year 4 - additional Instructional Coach added

Year 4- Addition of Technology Coordinator (salary \$60000), 3% increase each year
Year 5- Addition of Development Coordinator (\$50000)

Business Director Year 1 -\$85000, Year 2- \$87550, with 3% increase in salary each year after that
Year 4 - Addition of Business Manager with 3% increase each year

Year 1 - Parent Coordinator (yearly salary \$40,000)
Year 2 - 2 positions (one Admin \$31000 and one Family Coordinator \$42000)
Year 3 - 5 - same as Year 2 with 3% increase

Year 1 - 3 teachers (average salary \$65,000)
Year 2 - 5 teachers (average \$66950)
Year 3 - 7 teachers (average \$68959)
Year 4 - 9 teachers (average \$71028)
Year 5 -11 teachers (average \$73159)
3% average increase each year

Year 1 - 1 part time SPED teacher
Year 2 - 1 full time SPED (\$66,000)
Year 3 - 1 full time SPED (\$67980)
Year 4 - 2 full time SPED (\$70019)
Year 5 - 2 full time SPED (\$72120)

Year 1 - 3 ed asst. (average salary \$35,000)
Year 2 - 5 ed asst. (average \$36050)
Year 3 - 7 ed asst. (average \$37132)
Year 4 - 9 ed asst. (average \$38246)
Year 5 -11 ed asst.(average \$40158)
3% average increase each year

Year 1 - 1 Special teacher (salary \$60000)
Year 2 - 2 special teachers (salary \$64890)
Year 3 - 4 special teachers (salary \$66837)
Year 4 - 4 special teachers (salary \$68842)
Year 5 - 5 special teachers (salary \$70907)
3% average increase in each year

Year 1 - School Aide budgeted yearly salary \$35,000
Year 2 - 1 aide (salary \$25000)
Year 3 - 2 aides (salary \$25750)
Year 4 - 2 aides (salary \$26523)
Year 5 - 2 aides (salary \$27319)

Year 4 Addition of School Counselor at \$65000

Year 3- 1 Teacher Stipend (3rd grade) for Tutoring (\$3500) + Band Teacher \$10000
Year 4 - 3 Teacher Stipends for Tutoring (\$3500 each) + Band Teacher \$10000
Year 5 - 5 Teacher Stipends for Tutoring (\$3500 each) + Band Teacher \$15000

Manhattan Charter School II						DESCRIPTION OF ASSUMPTIONS
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	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017	
Total Revenue	1,160,904	1,858,728	2,669,018	3,475,059	4,267,031	
Total Expenses	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031	
Net Income (Before Cash Flow Adjustments)	0	0	(0)	(0)	(0)	
Actual Student Enrollment	72	120	168	212	253	
Total Paid Student Enrollment	72	120	168	212	253	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other	-	-	-	-	-	
	-	-	-	-	-	Year 1 Total Staff - 11 Year 2 Total Staff - 19 Year 3 Total Staff - 26.25 Year 4 Total Staff - 35.25 Year 5 Total Staff - 41.25
TOTAL NON- INSTRUCTIONAL	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	11.00	632,000	1,077,880	1,495,328	2,112,625	2,541,813
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	63,200	107,788	149,533	211,262	254,181	Payroll Taxes at 10%
Fringe / Employee Benefits	111,232	189,707	263,178	371,822	498,195	Fringe/Employee Benefits at 8.58%, Employee Bonus at 9% = total is 17.6% Year 5 - Employee Bonus will be set at 11%, total 19.6%
Retirement / Pension	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	174,432	297,495	412,711	583,084	752,377	
TOTAL PERSONNEL SERVICE COSTS	11.00	806,432	1,375,375	1,908,039	2,695,709	3,294,189
CONTRACTED SERVICES						
Accounting / Audit	15,000	15,200	21,000	28,200	33,000	Based on current experiences at MCSI, \$800 per staff member
Legal	5,000	6,000	7,000	8,000	9,000	Based on current experiences at MCSI, add \$1000 each year
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	
Payroll Services	1,210	2,090	2,888	3,878	4,538	Based on number of staff, \$110 per staff
Special Ed Services	-	-	-	-	-	
Titement Services (i e. Title I)	-	-	-	-	-	
	74,000	56,000	130,000	150,000	152,000	\$200 per day = total \$1000 + Consulting services for Professional Development (intensive first year start up development), leadership consulting and technology services from MCSI \$70,000 Year 2 - MCSI leadership and technology cost \$50,000 and sub services at \$5000 for 5 teachers. Year 3- same as Year 2, except sub services at \$7000 for 7 teachers + increase MCSI leadership fee to \$70000 + Technology Consulting \$52,000 per year Year 4 - Total 9 teachers sub services at \$9000, \$1000 for temp services, MCSI leadership expenses, \$72100, Instructional PD and Non-Instructional PD at \$67,900 based on current MCSI experiences Year 5 - Total 11 teachers sub services at \$11000, \$1000 for temp services, MCSI leadership expenses \$74,263, Instructional PD and Non-Instructional PD at \$65,737 based on current MCSI experiences
Other Purchased / Professional / Consulting	95,210	79,290	160,888	190,078	198,538	
TOTAL CONTRACTED SERVICES	95,210	79,290	160,888	190,078	198,538	
SCHOOL OPERATIONS						
Board Expenses	500	3,000	4,000	5,000	6,000	based on current expences at MCSI, year 1- \$500, year 2- \$3000, and \$1000 increase each year after that
Classroom / Teaching Supplies & Materials	23,600	57,000	79,800	100,700	120,175	Year 1- \$400 per student, Year 2-5 - \$475 per student, per year
Special Ed Supplies & Materials	5,200	10,260	14,364	18,126	21,632	Year 1- \$400 per student, Year 2-5 - \$475 per student, per year
Textbooks / Workbooks	30,000	20,000	20,000	20,000	20,000	based on costs of curriculum for three classrooms (\$10,000 per classroom, total \$30,000) in Year 1, 2 additional classrooms each year
	8,640	14,400	25,160	26,440	35,360	based on number of students, \$120 per student for supplies for Physical movement, foreign language, music, and art supplies Year 3 - \$5000 for band instruments Year 4 - \$1000 for band instruments Year 5 - \$5000 for band instruments
Supplies & Materials other						

Manhattan Charter School II						DESCRIPTION OF ASSUMPTIONS
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Total Expenses	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031	
Net Income (Before Cash Flow Adjustments)	0	0	(0)	(0)	(0)	
Actual Student Enrollment	72	120	168	212	253	
Total Paid Student Enrollment	72	120	168	212	253	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2013	2014	2015	2016	2017	
Equipment / Furniture	21,000	17,500	17,500	17,500	17,500	Year 1 - based on costs to furnish three classrooms and office furniture (\$7000 per classroom), Year 2-5 - 2 additional general education classrooms each year at \$7000, plus \$3500 each year for any additional furniture each year
Telephone	4,400	4,532	4,668	4,808	4,952	Based on current expences at MCSI, 3% increase each year
Technology	31,080	25,720	108,720	25,720	108,720	per classroom, \$1000 each, total \$6000), other school computers/tech supplies(\$3000) Year 2- \$9360 per classroom for two additional classrooms per year, plus (\$7000 for other technology each year) Year 3- Purchase of 2 laptop carts (\$45,000 each), \$9360 per classroom for two additional classrooms per year Year 4- same as Year 2 Year 5 - Purchase of 2 laptop carts (\$45,000 each), , \$9360 per classroom for two additional classrooms per year
Student Testing & Assessment	6,840	11,400	14,600	20,140	22,675	based on number of students, \$95 per student
Field Trips	8,280	13,800	25,200	31,800	37,950	Year 1-2 - based on number of students, \$115 per student Year 3-5 - based on \$150 per student - trips for older students more expensive
Transportation (student)	1 440	2 400	3 360	4 240	5 060	based on number of students, \$20 per student
Student Services - other	12,600	61,000	74,400	87,100	99,275	supplies for student and family incentives, uniforms (\$175 per student) + After School Services/financial aid for Students \$25,000 per year starting in Year 2, \$5000 increase each year following. Year 2-5 additional \$15,000 for summer K program
Office Expense	10,402	15,711	17,250	17,869	17,685	Includes: copier and printing costs, office supplies, postage.
Staff Development	8,800	15,580	21,525	28,905	33,825	Based on number of staff, Year 1 - \$800 per staff member, Year 2-5 \$820 per staff member
Staff Recruitment	9,900	17,100	23,625	31,725	37,125	Based on number staff, \$900 per staff member (includes staff appreciation, retention and recruiting)
Student Recruitment / Marketing	2,880	4,800	6,720	8,480	10,120	based on number of students, \$40 per student
School Meals / Lunch	-	-	-	-	-	based on number of students, \$275 per student
Travel (Staff)	400	900	1,400	1,900	2,400	Based on current expences at MCSI, increased \$500 each year
Fundraising	-	-	3,000	10,000	10,000	Based on current expences at MCSI. Year 1 & 2- \$0 Fundraising Expenses Year 3- \$3000 for Fundraising Event Year 4- \$10000 for a Fundraising Event Year 5 - \$10000 for a Fundraising Event
Other	3,360	4,360	5,360	6,360	24,360	subscriptions, misc. fees, based on current expences at MCSI, increase of \$1000 per year Year 5- \$17000 for renewal effort expenses
TOTAL SCHOOL OPERATIONS	189 322	299 463	470 652	466 813	634 814	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,780	36,000	50,400	63,600	75,900	Year 1 - based on quote from Austin & Co. Year 2-5 based on number of students, \$300 per student
Janitorial	2,160	3,600	5,040	6,360	7,590	based on number of students, \$30 per student
Building and Land Rent / Lease	-	-	-	-	-	
Repairs & Maintenance	10,000	10,000	17,000	19,500	22,000	based on current expences at MCSI in shared building, total \$10,000 for Year 1 and 2, \$2500 increase each year after
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	10,000	10,000	12,000	13,000	14,000	based on current expences at MCSI in shared building, total \$10,000 for Years 1 & 2, \$1000 increase each year after
TOTAL FACILITY OPERATION & MA NTENANCE	44,940	59,600	84,440	102,460	119,490	
DEPRECIATION & AMORTIZATION	-	20,000	20,000	20,000	20,000	based on current experiences at MCSI
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25 000	25 000	25 000	-	-	Year 1, 2, and 3 - \$25,000 each year, total \$75,000 kept in separate escrow account
TOTAL EXPENSES	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031	

Manhattan Charter School II						DESCRIPTION OF ASSUMPTIONS
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Total Expenses	1,160,904	1,858,728	2,669,018	3,475,060	4,267,031	
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Actual Student Enrollment	72	120	168	212	253	
Total Paid Student Enrollment	72	120	168	212	253	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2013	2014	2015	2016	2017	
NET INCOME	0	0	(0)	(0)	(0)	

Manhattan Charter School II						DESCRIPTION OF ASSUMPTIONS
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Total Paid Student Enrollment	72	120	168	212	253	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2013	2014	2015	2016	2017	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City CSD 1	72	120	168	212	253	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	72	120	168	212	253	
REVENUE PER PUPIL	16,124	15,489	15,887	16,392	16,866	
EXPENSES PER PUPIL	16,124	15,489	15,887	16,392	16,866	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation		20,000	20,000	20,000	20,000	
Other	-	-	-	-	-	
Total Operating Activities	-	20,000	20,000	20,000	20,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures						
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	20,000	20,000	20,000	20,000	
NET INCOME	0	20,000	20,000	20,000	20,000	
Beginning Cash Balance	-	0	20,001	40,000	60,000	
ENDING CASH BALANCE	0	20,001	40,000	60,000	80,000	

Attachment 31(b) - Budget

(b) - Budget Narrative

The financial plans presented for Manhattan Charter School II are sound and outlined below.

During the start-up period, the team will leverage its resources at MCSI to provide for office space, copies, supplies, and any needed training space as the facility is developed. Staff will be kept lean with the Principal and Business Director working full-time for 6 months. As outlined in Attachment 21 - Personnel, the MCSII leaders will be hired internally from the current MCSI staff. These co-leaders will train one-on-one with the co-leaders in place at MCSI while continuing to fulfill their duties at MCSI. Therefore, we will promote the co-leaders from within MCSI by January 2012, but will keep them on MCSI's payroll until July 1, 2012 (year 1 of MCSII's budget). MCSI will cover the cost of these two leaders for the first six months, the pre-operating period of the charter. If the Board determines that a portion of the time spent by the Principal and Business Director should be charged to MCSII, they will determine the cost and the payment plan.

With regards to other expenses in the pre-opening period, MCSII will raise funds starting in July 2011 in the amount of \$30000 to pay for the expenses that MCSII will incur during this period such as professional development, technology, and travel costs for the co-leaders, website development for MCSII, and marketing expenses with regard to student and staff recruitment. MCSII has the goal of raising \$5,000 per month for the first six months of fiscal year 2012. The only expense that MCSII will incur during the first six months of FY 2012 will be the \$10,000 budgeted for the creation of the MCSII website. Therefore MCSII's cash flow in the pre-opening period will be solvent. The Board has authorized the creation of a separate 501c3 to manage the fundraising efforts of MCSII.

Throughout the duration of the charter, as far as public funding, the revenue assumptions are conservative. This model does not count on investment income or general donations from the public, as Manhattan Charter School has historically not relied on these sources of funding to operate. In every instance revenues have been budgeted as conservatively as possible.

Budget Revenue assumptions:

- The primary source of revenue is from school district per pupil revenue payments following each student attending the charter school (enrollment calculated at 72 in year 1), remains at \$13,527 for year 1 of the charter and will increase by 3% each year following. All per pupil revenue is calculated using the enrollment levels of 24 students per class, three classes the first year and two additional classes each year following.
- For special education school district per pupil revenue payments, we assumed that 10% of total student enrollment would qualify to receive special education revenue. For year 1, we assumed the rate would remain \$10,390 (current NYC DOE rate for 2010-2011) and that this rate will increase by 3% each year following.
- For year 1, we assume that we will receive New York City Department of Education (NYCDOE) charter school start-up and first year funding administered by the New York

Attachment 31(b) - Budget

City Department of Youth and Community Development (DYCD) at first year rate of \$79,152. Each eligible school receives a lump sum of \$51,000 and a Per Pupil allocation of \$391 (for elementary students).

- MCSII assumes 80% of student enrollment would qualify for Title 1 funding at a rate of \$500 per student per year. We kept this rate flat through all five years of our budget. We based this number conservative based on experience 80% of students currently enrolled at MCSI qualify for Title 1 and the current Title 1 rates.
- Text Book funding was based on the current In kind FAMIS allocation based on 2010-11 rates of NYSTL at \$58.25 per student, NYSSL at \$22.70 per student, NYSLIB at \$6.25 per student. We kept this rate flat throughout all 5 years of the budget.

The expense line items were based on the experiences at Manhattan Charter School I and are generously funded to allow for any increase in need. Most expenses are calculated based on the number of students or the number of staff members.

Budget Expenditure Assumptions:

- Spending categories in personnel and other than personnel are comprehensive and wide ranging, and are tailored to student enrollment and based on experiences at MCSI. Salary increases are set at a standard increase of 3% per year, which reflect our assumption of a 3% increase in Per Pupil revenue.
- Payroll Taxes are set at 10% and Fringe/Employee Benefits is set at 17.58%, which includes a 9% staff bonus each year and 8.58% for other employee benefits. In year 5, we will up the staff bonus percentage to 11% in anticipation for paying a bonus based on meeting charter goals and the 5-year renewal of the school.
- Contracted services for accountant and audit were based on current MCSI expenses at a rate of \$800 per staff member. Each year this budget number will increase as the number of staff increase. Contracted services for legal costs were based on current MCSI expenses with an increase of \$1000 per year for the increase in staff and students. Payroll services are factored at a rate of \$110 per staff member per year.
- Other Purchased/Professional/Consulting Services in years 1-5 will include money for substitute teaching and temporary employees and will grow each year based on the number of teachers are working for MCSII.
 - In year 1, for consulting services for Professional Development (intensive first year start up development) and leadership consulting from MCSI \$70,000. This consulting will include professional development, direct leadership oversight, training from the current co-leaders at MCSI for the new co-leaders at MCSII and technology set-up and maintenance by MCSII's technology coordinator.
 - In year 2, the leadership and professional development consulting fee of MCSI will cost MCSII \$50,000 and include the same services.

Attachment 31(b) - Budget

- In year 3, the MCSI consulting fee will be based on the 25% of the Chief Academic Officer and Chief Operation Officer's salaries and benefits for supervision of the MCSII co-leaders. The rate will be \$70,000. In year 3, MCSII has also budgeted for a \$50,000 consultant for the school's technology needs.
 - In year 4, the technology consulting costs will be replaced by a staff member, Technology Coordinator. The MCSI leadership expense will be raised by 3% to \$72,100. MCSII will be financially able to contract with consultants for instructional and non-instructional professional development expenses. MCSII based this expense on the current MCSI budgeted expenses for consultants at \$67,900.
 - In year 5, the MCSI leadership expense will be raised by 3% to \$74,263. MCSII will be financially able to contract with consultants for instructional and non-instructional professional development expenses as a rate of \$65,737.
- In School Operations, most expenses were based on the number of students in the school or the number of staff members, with the base number being calculated from current experiences at MCSI. Other expenses are flat line items based on current MCSI experiences, except for the following:
 - Textbooks/workbooks were based on \$10,000 for each new classroom. In year 1, \$30,000 and in years 2-5, \$20,000 per year.
 - Equipment/Furniture expenses were based on \$7000 for each new classroom. In year 1, \$21,000 for three new classrooms and years 2-5, \$14,000 per year for two new classrooms.
 - Promethean Boards and Computers for each classroom were calculated to cost a total of \$9360 based on current MCSI experiences. In year 1, we budgeted \$28,080 for three new classrooms and an additional \$3000 for other startup technology. In years 2, expenses were based on two classrooms per year (\$18720) and additional \$7000 for other technology expenses. In years 3-5, expenses were based on two additional classrooms per year (\$18720). In year 3, MCSII budgeted an additional \$90,000 for two laptop carts in each year. In year 4, MCSII has budgeted an additional \$7000 for other technology expenses. In year 5, MCSII budgeted an additional \$90,000 for two laptop carts in each year.
 - Supplies & Materials expenses were based at a per student rate, but also in years 3, 4, & 5 include band instruments, since our band consists of 3rd, 4th and 5th grade students. For year 3, MCSII budgeted \$5000. For year 4, MCSII budgeted \$1000 for band instruments as it will just be maintenance purchases. In year 5, as the band continues to grow, MCSII has budgeted \$5000 for additional instruments.
 - Student Services were budgeted at a per pupil rate of \$175 per student, per year. In addition, in years 2-5, MCSII budgeted an additional \$15,000 for a summer K program. Also, in year 2, MCSII budgeted an additional of \$25,000 for afterschool programming and financial aid for students. This expense will be raised to \$30,000 in year 3, \$35,000 in year 4 and \$40,000 in year 5 to reflect the larger student enrollment.

Attachment 31(b) - Budget

- With regards to Fundraising, MCSII budgeted \$5000 in year 2 for any fundraising related activities. In years 3-5, MCSII budgeted significantly more money as we plan on hosting fundraising events to showcase MCSII and our programs; in year 3, we budgeted \$3,000, in year 4, \$10,000 and in year 5, \$10,000.
- MCSII's year 1 insurance rate was based on an estimate quote provided to us by MCSI's current insurance broker, Austin & Co. For years 2-5, MCSII created a per child rate based on the year 1 rate provided.
- With regards to Utilities and Building Repairs & Maintenance, MCSII looked the experiences of MCSI in a shared DOE building to create an expense amount.
- MCSII budgeted \$20,000 in years 2-5 for Depreciation.
- In Years 1-3, MCSII budgeted \$25,000 each year to be put into an escrow account in the event of dissolution.

Attachment 31(c) - Financial Planning

Budget

31(c) - Financial Planning

The founding Board of Trustees of Manhattan Charter School II has developed this budget in conjunction with the current Business Director at MCSI. The budget was based on the current operating budget of Manhattan Charter School I and with input from the Finance Committee of Manhattan Charter School I as well as the lessons learned from the last 5 years MCSI has been in operation.

Annually each spring, the Finance Committee of Manhattan Charter School II will receive a budget prepared by the MCSII Business Director under the supervision of the Chief Operating Officer. The budget will then be presented to the entire Board with final approval by Board vote in June of each year. Monthly financial statements will be reviewed by the Business Director and Chief Operating Officer and sent to the Finance Committee as well as provided in the Board packets for each meeting. Most expenses will be calculated based on the number of students or the number of staff members.

This financial budget and plan for MCSII was reviewed by qualified professionals from Charter School Business Management Inc., which has extensive experience with creating and reviewing multi-year budgets based on firsthand knowledge from working with several charter schools in and outside of New York City. In the event Manhattan Charter School II is granted a charter, the school will continue to work with CSBM on an as needed basis to review accounting policies and procedures, assist in the yearly audit and professionally develop the school's administrative staff.

Attachment 31(d) - Fiscal Impact

Budget

31(d) - Fiscal Impact

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2012-2013	72	\$13,527	\$973,944	\$72,730	\$1,125,826	\$18,035,300,000	0.006%
2013-2014	120	\$13,933	\$1,671,960	\$128,424	\$1,800,264	\$18,576,359,000	0.010%
2014-2015	168	\$14,351	\$2,410,968	\$176,368	\$2,587,168	\$19,133,649,770	0.014%
2015-2016	212	\$14,782	\$3,133,784	\$238,416	\$3,371,773	\$19,707,659,263	0.017%
2016-2017	253	\$15,225	\$3,851,925	\$292,350	\$4,143,769	\$20,298,889,041	0.020%

Manhattan Charter School II will have minimal fiscal impact on NYCDOE public schools. For purposes of this analysis, Manhattan Charter School II expects that the NYCDOE will have to transfer \$ 13,527 annually for each child enrolled during the **2012-2013** school year. This figure—along with the “District Budget” figures in the chart above—is based on assumptions provided in guidance from the NYCDOE. Based on this guidance, Manhattan Charter School II expects a 3% annual increase in both the per-pupil allocations and the district budget. The number of such students in the first year (**2012-2013**) of the renewal charter will be **72** and the financial impact on the NYCDOE will be **\$1,125,826** or **0.006%** of the total NYCDOE budget. In subsequent years, the financial impact remains minimal. Over the course of its first five years of operation, Manhattan Charter School II’s **enrollment will reach 253 students**. As documented in the chart below, Manhattan Charter School II will have little to no financial impact on the city over the course of the initial charter term.

With respect to non-public schools, Manhattan Charter School II is not anticipated to have a great effect on these institutions as the Manhattan Charter School II expects that many of its students will come from low-income families that would not have had the means to pay for high tuition private schools. There are 15 parochial schools located in the same zip code as Manhattan Charter School I. While MCSII may have an impact on any of these schools that are small, low-tuition parochial, it is expected to be minimal. Manhattan Charter School II will most

Attachment 31(d) - Fiscal Impact

likely appeal to families of students in the existing public schools, since such a high percentage are not meeting state standards and would benefit from the programs offered at Manhattan Charter School II. For families who had previously made their choice to send their children to low-tuition parochial or private schools, the option to withdraw their children from those schools in favor of high performing free public charter schools would reduce enrollment of these nonpublic schools.

Insurance

Manhattan Charter School II has requested an estimate bid from MCSI's current insurance company Austin & Co. that is based on MCSII's projected enrollment in Year 1 and being located in a DOE building. Below is the estimated quote from Austin & Co. and coverage's:

**Insurance Estimate - Year 1**

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

For: Manhattan Charter School II		Date Prepared: 2/16/11	
Coverage's		Limits	Estimated Premium
1	<u>Property - Choice Form</u> Business Personal Property(BPP) incl. Improvements Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown <i>Property Deductible:</i> <i>Wind Deductible:</i>	250,000 1,000 N/A	- \$1,800
2	<u>Business Interruption</u> Business Income with Extra Expense	500,000	Incl. in 1
3	<u>Inland Marine</u> Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	<u>Crime</u> Employee Dishonesty Forgery Computer Fraud	250,000 250,000 250,000	Incl. in 1
5	<u>Automobile Liability</u> Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	<u>General Liability</u> Any One Occurrence	1,000,000	\$2,880

Attachment 32 - Insurance

	Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability <u>Each Claim</u> <u>Aggregate</u> <u>Student Enrollment</u>	3,000,000 Included 1,000,000 1,000,000 72	
7	<u>Directors & Officers</u> Including Educators Legal Liability & Employment Practices Liability Fiduciary Liability <u>Deductible</u>	5,000,000 1,000,000 3,500	- \$7,000
8	<u>Umbrella Liability</u> Each Occurrence General Aggregate <i>Attach to Directors & Officers</i> <i>Attach to Abuse & Molestation</i> <i>Coverage</i> Fiduciary Liability <u>Retention</u>	- 10,000,000 10,000,000 Yes Yes 2,000,000 10,000	- \$5,000

Page 1 of 2

This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

9	<u>Workers' Compensation & Employers' Liability</u> Experience Modification Estimated Payroll - Code 8868: School/Prof & Clerical Code 9101: School All other	- Statutory Limits N/A 700,000 0	- \$5,500 <i>(not including dividend returns)</i>
10	<u>New York Statutory Disability</u> Annual Rate: Male \$19.92, Female \$45.36	\$170 Per Week Statutory Benefit	
11	<u>Student Accident</u> Accident Medical Expense Accident Dental Expense	- 25,000 Included	- \$300

Attachment 32 - Insurance

	<i>Deductible</i>	0	
	Accidental Death	15,000	
	Accidental Dismemberment ⁽¹⁾	50,000	
	AD&D Aggregate, Per Accident	500,000	
	Benefit Period	3 years	
	Type of Coverage	Excess	
	Emergency Medical Evacuation	25,000	
	Territory - Domestic		
	Repatriation of Remains	25,000	
12	<u>Catastrophic Student Accident</u>		
	Accident Medical Expense	1,000,000	\$300
	Home Health Care	30,000	
	Accident Dental Expense	Included	
	<i>Deductible</i>	25,000	
	<i>Deductible Satisfaction Period</i>	2 years	
	Benefit Period	10 years	
Type of Coverage	Excess		
Total Annual Estimated Premium			\$22,780

This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

(1)Dismemberment benefits vary based on "Schedule of Covered Losses" up to the maximum shown above.

Fiscal Audits

Manhattan Charter School II will obtain a fiscal audit following the end of each fiscal year. The period of the first annual audit will include the start-up period through the end of the first fiscal year and will include the start-up portion of the financials in the footnotes. At a minimum, MCSII will meet the scope of audits required of other public schools. Audits will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. The Business Director will work with the independent audit firm selected by our Board to ensure that the audit is completed in a timely fashion and to ensure the firm selected will complete the Audited Financial Report Template. Given that MCSII is replicating the model of MCSI, MCSII will contract with MCSI for support during the first three years of the audit. MCSI's audits have resulted in an unqualified opinion with no major findings since the school opened.

Accounting and Audit Requirements

The Accounting System

Given that MCSII plans to replicate the organizational structure of MCSI, the School will adopt the accounting and audit methods of MCSI which identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1st to June 30th. The School's audited financial statements will be approved by the School's Board and provided to the appropriate oversight entity according to all applicable requirements. Furthermore, the Board of Trustees will approve the School's budgets prior to the beginning of each fiscal year. The budgets will be drafted for Board review and approval following the third quarter and prior to the close of the fiscal year.

Control Procedures

The School will adopt a number of internal financial controls:

Segregation of Duties: Certain tasks will be divided to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). For example, a Principal with physical access to cash or other moveable assets will not be involved in the related record keeping.

Restricted Access: Physical access to valuable and moveable assets will be restricted to authorized personnel.

Document Control: In order to ensure that all documents are captured by the accounting system, all documents will be initialed and dated when input and then filed appropriately.

Processing Control: This will be designed to locate any errors before they are posted to the general ledger. Common processing controls are the following: (1) Source document matching and (2) Clerical accuracy of documents.

Attachment 33 - Fiscal Audits

Reconciliation Controls: This involves reconciling selected general ledger control accounts to subsidiary ledgers. These will be designed to locate any errors after transactions have been posted and the general ledger has been run. Reconciliation will be completed by the school's Senior Bookkeeper and approved by the School's Business Director.

Annual Independent Audit: MCSII financial statements will be audited annually by an independent audit firm, which will be selected by the Finance Committee of the Board of Trustees.

Security of Financial Data: The School's accounting software will be accessible only to MCSII's leadership team and other designees. Individual ID codes and passwords will be in place for every user and limit their access and functionality depending on their role within the School. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at the school.

Audit Policy: Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the Board. Annual financial audits will be conducted in accordance with generally accepted auditing standards and government auditing standards. Financial regulatory forms will be completed as necessary by MCSII or an accounting firm selected by the Business Director. Appropriate financial forms and reports will be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits will be reviewed by the Business Director and submitted to the Board for review. All audits will include a management letter.

Board By-Laws

Manhattan Charter School II

By-Laws

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MANHATTAN CHARTER SCHOOL II

AMENDED AND RESTATED BY-LAWS

**ARTICLE I
THE CORPORATION**

Section 1.1. Name and Formation. Manhattan Charter School II (the "Corporation") is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.

**ARTICLE II
OFFICES**

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

**ARTICLE III
BOARD OF TRUSTEES**

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Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Duties. The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Business Director and Principal and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
- f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of --
 - i) admissions,
 - ii) curriculum, teaching and learning,
 - iii) employment and other personnel matters,
 - iv) student discipline,
 - v) Special Education,
 - vi) English language education for English language learners,
 - vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees,
 - viii) dress code,
 - ix) transportation,
 - x) student food services,
 - xi) student health services,
 - xii) communication with students' families,
 - xiii) communication with governmental and regulatory agencies,

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- xiv) public relations and outreach, and
- xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

Section 3.3. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number. The number of Trustees constituting the initial Board of Trustees shall be five (5). Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but *the School's Board will have a minimum of five members and a maximum of thirteen members.*

Section 3.5. Each Trustee shall hold office for a term of two (2) years or until earlier death, resignation or removal. *Terms are renewable.* No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation 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, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 3.6. Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action have been given to the accused and to each trustee.

Section 3.7. Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date which is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee's specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit

Attachment 34 - Board By-Laws

contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve 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 in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.9. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board on average once a month, and at a minimum, once every two months. Special meetings may be called at any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.10. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets; The New York Times, The New York Sun, The Daily News, and The New York Post. The School will also post notices in the main office of the School. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Session. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

Section 3.12. Videoconferencing and Telephone Conferencing. Videoconferencing may be used to conduct a meeting of the Board of Trustees in compliance with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. The

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Corporation shall provide an opportunity for the public to hear and participate in the teleconferenced discussion.

Section 3.13. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws. A Trustee who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Trustee during the pendency of his or her employment.

Section 3.14. Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 3.15. Committees. The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education & Educational Accountability Committee or separate Education and Educational Accountability Committees. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business.

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Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

ARTICLE IV OFFICERS

Section 4.1. Number. The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. Election and Term. All Officers shall be elected by the Trustees from among them and shall hold office for the term of one year or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from

time to time.

Section 4.5. Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V

SELF-DEALING TRANSACTIONS

Section 5.1. Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in

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this Article V.

Section 5.3. Procedures.

(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof.

"Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

(i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,

(ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,

(iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or

(iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.

(b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.

(c) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to

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the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(d) **Violations.** If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.

(e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 5.4. **Records of Proceedings.** The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VI MISCELLANEOUS

Section 6.1. **Interpretation of Charter.** In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. **Effectiveness of Non-Public Notices.** Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

[END OF DOCUMENT]

Code of Ethics

**CODE OF ETHICS FOR MANHATTAN CHARTER SCHOOL II TRUSTEES,
OFFICERS AND EMPLOYEES**

The undersigned Trustee, Officer or employee of Manhattan Charter School II shall comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:

Provision 1. Trustees, Officers and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Article V of the By-Laws of the School Corporation.

A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

(i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,

(ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,

(iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or

(iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A "Self-Dealing Disclosure" is the prompt, full and frank disclosure to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Business Director. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction.

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Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars 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 influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency 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.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the school. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must disclose these contracts but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action in respect thereof.

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Provision 8. Trustees, Officers and employees of Manhattan Charter School II will be required to sign a statement agreeing to comply with the Board, Officer and Employee Code of Ethics.

Signature

Name of Trustee, Officer or Employee

Date signed

Admissions Policy

The following Admissions Policy will be put in place based upon best practices deemed successful by Manhattan Charter School II.

Compliance with Applicable Laws

As a public school, Manhattan Charter School II will be open to children who are eligible under the laws of New York State for admission to a public school. The School will follow all applicable state and federal laws in admitting students. The School will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful.

MCSII acknowledges and will comply with the New York City Department of Education policy that may require the allowance of ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program.

Eligibility

Only applicants living in New York State may apply for, enroll in or attend the School, and all New York State residents are so entitled.

A child will be eligible to apply for kindergarten only if he is scheduled to turn 5 years old by December 1st of the matriculation year. A child will be eligible for initial admission to the School for any grade 1 to 5 if the student successfully completes the preceding grade by the scheduled date of admission to the succeeding grade.

Publicity and Outreach

Each year, the School will hold tours and information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the School itself, at Pre-Ks and nursery schools, schools and programs offering music instruction to children and/or at other locations. The School will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board considers appropriate to build a student body and community of families that reflect the diversities of New York City, as stated in MCSII's Mission Statement. MCSII will also conduct outreach to all Pre-K in downtown Manhattan and the neighboring Brooklyn communities. MCSII will also implement these measures with consideration to parents of children with special needs and ELLs.

Outreach sessions for students will be publicized using flyers, signage at the School and contact with community organizations. For school years after the first, families will be encouraged to visit the School, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

Manhattan Charter School II will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the geographic location of the proposed MCSII and the surrounding demographics, the application will be available in English, Spanish,

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and Mandarin. For any parent that requests assistance in completing the application, the Family Relations and Attendance Coordinator and other multi-lingual MCSII staff will provide help. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Application and Admission

Families interested in enrolling a child at Manhattan School will be required to submit an application. Applications will be made available at parent information sessions and for pick up at the School and on Manhattan Charter School II's website and may be made available by other means, provided application availability will be non-discriminatory.

Applications will state the next application deadline date. It is the policy of the Manhattan Charter School II to encourage and support the development and strength of its student and family community as far in advance of new student enrollment as practically possible. Manhattan Charter School II believes the early establishment of the home/school relationship will contribute to the academic success of its students and the School's achievement of its Mission. Further, Manhattan Charter School II acknowledges that the families of public school children make practical and emotional commitments to their children's future school notwithstanding that formal enrollment in public school generally occurs as late as the spring or summer immediately prior to initial matriculation. Consistent with this policy, it is expected that the application deadline and lottery dates will be as early as possible during the prior school year as soon as the student outreach program (described above) is conducted. There will be no fee for making an application nor will there be any tuition charged for attending the School beyond fees permitted to be charged by public schools.

Lottery: and Other Procedures Admission and Waitlist

If MCSII has more applicants than available space, it will select students (from among qualified applicants) using a random selection method, a public lottery (the "Lottery"). If there are fewer applicants for a grade than there are places available in the grade, all applicants will be admitted to the grade on the date the Lottery was to have been held.

The random selection drawing will be open to the public, and the school will notify all applicants of the time and place which will be between April 2-15, in compliance with the policy of the New York City Department of Education in effect on the date of this application for a charter, subject to circumstances beyond the reasonable control of the School. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting list to be used to fill openings during the school year for which the student applied. The waiting list does not have to be reset annually. If the School decides not to reset the waiting list it must clearly state this in its charter and to its families. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5pm deadline on April 1st. All post-deadline applicants will be added in the order in which they are received.

As spaces become available, MCSII will make enrollment offers in the order of placement on the waiting list.

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Lotteries for all grades for an academic year are expected to be conducted on the same day. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in person or in writing. Openings for places in a grade (or on a waiting list for a grade) after the admission and enrollment processes are complete will be filled on a first-come, first-served basis.

The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn, or will entitle the siblings to the next places on the waitlist for the desired grade if there are no available places in the desired grade; provided, the School will have the right but not the obligation to add places in a grade on a non-discriminatory basis in compliance with applicable laws for a sibling under these circumstances even if the grade is otherwise closed.

As of the date of its application for a charter, it is the policy of Manhattan Charter School II to admit new students to the School only in kindergarten and grades one and two and to enroll students in grades three and higher as they are promoted from the preceding grade at Manhattan Charter School II, subject to the availability of space, and also subject to the sibling preference set forth below. The School's programs and design, including but not limited to its music program, have been developed to serve students initially enrolling at the School in grade two or earlier. However, Manhattan Charter School II may elect to admit new students to grades three, four or five on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, subject to space availability, if Manhattan Charter School II determines its programs and design will properly serve those students and such decision is otherwise consistent with the achievement of the Mission of Manhattan Charter School II.

Enrollment

All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the School's Admissions Policy and the procedures thereunder. MCSII may request that families confirm the enrollment of children enrolled in the School for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at Manhattan Charter School II) in order to promote and ensure contemplated enrollment in each grade at the School so the School may best execute its programs, serve its student body and achieve its Mission. The intentional provision of untruthful information at application, admission or enrollment will entitle the School to permanently exclude the child from the School, even if the student was admitted, enrolled or permitted to attend.

Preferences and Intent to Enroll

The School will give preferences to the following pupils, in the following order of priority:

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- to pupils returning to it in its second and subsequent years of operation,
- to the siblings of enrolled pupils, and
- to all students who live within the Community School District where MCSII is located, consistent with New York State charter law.

In order to confirm the intent to maintain enrollment, the School will send an “Intent to Return” letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return to MCSII the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, the School may elect not to enroll students who have not confirmed.

Waiting lists will not be carried over from year to year. The School may send an application or other information directly to families who have previously applied.

Student transfer and/or withdrawal procedures

MCSII will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from MCSII will be asked to complete a request for student withdrawal form. MCSII personnel will offer to meet with the family and discuss their reasons for withdrawing from MCSII, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, MCSII will ensure the timely transfer of any necessary school records to the student’s new school.

MCSII will not impose any arbitrary requirements for application beyond completion of the 1 page MCSII application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

The following Code of Conduct and Student Disciplinary Code will be put in place for Manhattan Charter School’s replication based upon best practices deemed successful by the school.

CODE OF CONDUCT AND STUDENT DISCIPLINARY CODE

Rationale

A part of the Mission of Manhattan Charter School II is the incorporation of respect, integrity and honesty into education to prepare students to be ethical members of their communities. Self-respect, respect for others, integrity and kindness in all endeavors will be required of educators and students alike.

At MCSII, practicing honesty, integrity and respect as part of educational efforts and social interaction will be considered elements of success as much as the more measurable hallmarks of other types of success, such as grades, awards, salaries, promotions and other tangible things.

All adult members of the School community will be expected to model qualities of honesty, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities as well. Older members of the student body will model the same qualities to encourage younger students to incorporate them into their living and learning.

Code of Conduct

All members of the Manhattan Charter School II community shall be required to adhere to the following Code of Conduct:

- Honesty will be required of all members of the School community.
- Respect for ourselves and for the members and resources of our School community. will be reflected in the actions of leadership, staff and students.
- Integrity will be at the foundation of all decision making processes.

MCSII acknowledges that there may be times that these values are not reflected in the behavior of members of its staff or student body. It is for those circumstances that MCSII has adopted its Student Disciplinary Policy.

STUDENT DISCIPLINARY POLICY

Overview

Student disciplinary offenses are those actions or inactions that violate the School's Code of Conduct. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the MCSII Code of Conduct. The list may be modified from time to time and/or supplemented by teachers on MCSII's rules for classes and other school events.

School staff will be educated about, and trained to implement, the policy during the Summer Institute.

List of Certain Actionable Offenses:

1. DISRUPTING THE SCHOOL ENVIRONMENT (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

- 1.1 Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class.
- 1.2 Cutting School, Class, Detention, or Mandatory School Events:** Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.3 Misbehaving on School-Provided Transportation:** Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parents are responsible for travel to and from school) suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
- 1.4 Blocking Access to any Part of the School Building:** Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.5 Violating the Dress Code:** Parents must pick up children who are not properly dressed for school or bring the missing Dress Code items to the school, as students may not be

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permitted to attend class. Violations of the dress code also may result in additional disciplinary consequences.

- 1.6 Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized times or places.
- 1.7 Talking in the Hallway:** Students are not permitted to talk in the hallway during period changes without permission from a teacher.
- 1.8 Disrupting Class and Preventing Teaching:** MCSII can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.9 Arriving to Class Unprepared:** When class begins, students must be prepared and have all necessary materials (books, paper, pen, pencil, etc.).
- 1.10 Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
- 1.11 Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.12 Failing to Submit a Required Signature:** Students are required to secure the signature of a parent/guardian on homework assignments or school forms when requested.
- 1.13 Forgery:** Students may not forge a signature.
- 1.14 Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
- 1.15 Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.16 Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.17 Possession of Inappropriate Property:** Students cannot possess beepers, walkmen, cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 1.18 Gambling:** Gambling or betting is not tolerated.
- 1.19 Misbehaving inside or outside of Class:** Misbehavior inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity) is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

2. ***ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)***
 - 2.1 **Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person with a weapon or dangerous object.
 - 2.2 **Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.
 - 2.3 **Fighting or Unwanted Physical Contact:** MCSII students may not fight with other students—from MCSII or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.
 - 2.4 **Play fighting and Threatening:** Play fighting and/or the use of threats threaten the safety of the community. Students may not play fight and/or threaten others.
 - 2.5 **Setting off a False Alarm or Making a Threat:** Students may not intentionally set off a false alarm or make a destructive threat.
 - 2.6 **Engaging in Sexual Activity or Inappropriate Touching:** A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. ***POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)***
 - 3.1 **Possession or Use of a Firearm:** Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. § 7151, the School will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
 - 3.2 **Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.
 - 3.3 **Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property.
 - 3.4 **Arson:** Students may not set a fire.

4. ***POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)***
 - 4.1 **Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated MCSII staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.

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4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL: *Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)*

4.3 Using or Possessing Tobacco Products: The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.

4.4 Selling or Transferring Tobacco Products: Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.

5. HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

5.1 Violating the Civil Rights of Others: Students may not violate the civil rights of others.

5.2 Harassment: Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.

5.3 Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION)

6.1 Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. MCSII does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES: Students must comply with school-imposed consequences. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

8. REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Student Disciplinary Actions

DEFINITIONS

For purposes of this Code:

- **"Short-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- **"Long-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- **"Expulsion"** shall refer to the permanent removal of a student from School for disciplinary reasons.

IN-SCHOOL DISCIPLINARY MEASURES

In-school disciplinary actions may be imposed by the Principal, or any teacher; provided in-school suspension and suspension of transportation may only be imposed by the Principal or the Board. In the event of the imposition of in-school disciplinary action, the following shall apply.

- The staff member addresses the conduct and assigns an appropriate consequence.
- If necessary, the student is removed from class.
- Students are responsible for transportation home when they are assigned to detention of in-school suspension.
- A parent or guardian is required to meet with a school staff member regarding infractions prior to a student's return to school.
- In-school disciplinary actions may include, but shall not be limited to, the following:
 - Behavioral Contract
 - Detention
 - Loss of School Privileges
 - In-School Suspension
 - Suspension from School Transportation

SHORT-TERM SUSPENSIONS

Short-term Suspension may be imposed by the Principal or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by MCSII in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference

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shall be in the dominant language of the mode of communication used by the parents or guardian if known by MCSII to be other than English.

- A parent or guardian may be required to meet with an administrator regarding infractions prior to a student's return to school.

MCSII shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

LONG-TERM SUSPENSION AND EXPLUSION

The Principal or the Board may impose a long-term suspension.

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by MCSII. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
 - charges and a statement of the evidence
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
- After the Principal, the Board or a hearing officer designated by either of them hears the case, the Principal or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a

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student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). “Weapon,” as used in this law means a “firearm,” as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school’s complaint process, pursuant to Education Law § 2855(4).

PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law.

MCSII will provide alternative instruction to students who are suspended (whether in-school or out-of-school). The School will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school’s choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, MCSII does not have to, but may, provide alternative instruction for expelled students.

Generally

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

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the

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disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability.
The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the School year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.520(a)(2) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

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During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Other: In addition to disciplinary actions provided for elsewhere in this Policy, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, School officials also will contact law enforcement agencies.

Compliance of The Child Find Requirements of IDEA

Manhattan Charter School will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

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Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.750, Manhattan Charter School will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, Manhattan Charter School will make any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.750, Manhattan Charter School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education ; (3) PD-6: Feb. 1 - Special Education Personnel; (4) PD-8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA Suballocation.

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required.

Compliance with Family Educational Rights and Privacy Act (FERPA) and IDEA regarding confidential student records

Manhattan Charter School will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") and implementing regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the Manhattan Charter School Principal or his/her designee will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents will be allowed to inspect and review all of their student's educational records maintained by Manhattan Charter School. Upon receipt of such a request, Manhattan Charter School will adhere to the requirements of the Freedom of Information Law. In any event, Manhattan Charter School will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, Manhattan Charter School will (with the exception noted below) obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if Manhattan Charter School determines that such persons have "legitimate educational interests." All files required by law to be kept confidential shall be kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records shall be kept under a locked file cabinet under the supervision of the Principal or his/her designee in his/her secure office. The Principal or his/her designee shall maintain a list of those staff allowed to access specific files, including the respective student's teacher and parent. A sign-out sheet shall be maintained by the Principal or his/her designee for all records to keep track of their location at all times.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): (1) School officials with legitimate educational interest; (2) Other schools to which a

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student is transferring; (3) Specified officials for audit or evaluation purposes; (4) Appropriate parties in connection with financial aid to a student; (5) Organizations conducting certain studies for or on behalf of the school; (6) Accrediting organizations; (7) To comply with a judicial order or lawfully issued subpoena; (8) Appropriate officials in cases of health and safety emergencies; and (9) State and local authorities, within a juvenile justice system, pursuant to specific State law.

Manhattan Charter School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Manhattan Charter School will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that Manhattan Charter School not disclose directory information about them. Manhattan Charter School will notify parents and eligible students annually of their rights under FERPA. The actual means of notification will be a special letter to parents and guardians.

Dress Code Policy

STUDENT DRESS CODE

*Section 1 -- **Mandatory Items**:* Each student, at all times when he/she is at school in session or participating in a school activity at school or elsewhere at anytime, **must wear** the following:

- a. Bottoms: long pants or short (during hot weather) **uniform** pants to the knee or skirt with a hem not higher than 1 inch above the knee. Khaki color only. Khaki colored twill, wool or cotton, worn at waist only, with no rolled hems. **No cargo or corduroy pants or short, capri's, or skirts that are not part of the uniform are permitted.**
- b. Uniform Tops: long- or short-sleeved blue or white polo shirts with **MCS Logo**. All tops must be tucked in.
- c. Socks: a pair of navy, black or white socks or tights, every day. **No prints, floral pattern, argyle permitted**
- d. Shoes: a pair of flat black or brown rubber sole shoes, sneakers or loafers, with closed toes and backs and without any platforms, or heels that are not flat. If boots are worn to school, they may NEVER be worn all day. Students must bring school shoes or sneakers to change into. If parents prefer, students may leave their school shoes or sneakers in their cubby instead of carrying them back and forth to school.
Parents will be required to bring appropriate footwear for their child if the above is not worn.

*Section 2 -- **Permissible Items**:* A student **may wear** any or all of the following while he is at school in session or participating in a school activity at school or elsewhere at anytime.

- a. One pullover or button-front, long- or short-sleeved, sweater, sweatshirt or fleece, or sleeveless vest. Navy blue or burgundy only. Solid color only. Oversized sweatshirts or sweaters may never be worn.
- b. One black or brown belt worn inside belt loops on pants, shorts or skirt.
- c. One earring on the ear in each ear not larger than 1” as its greatest dimension;

*Section 3 -- **Prohibited Items**:* The following are prohibited on all days.

- a. The uniform of any other school or organization
- b. Any garment or wearing of an accessory that has more than one logo or label of any manufacturer or other entity or any logo of a manufacturer or other entity that

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is larger than 1” square, if the aforesaid logos and/or labels are visible while the garment or accessory is worn;

- c. Any hat, headband or bandana, visible tattoos, body piercing or jewelry other than as expressly permitted above or worn in connection with religious practice;
- d. Any garment or wearing any accessory which has one or more words or symbols visible while worn; or
- e. Make-up, lip gloss colored nail polish or nail art. Polish will be removed and child will be required to wash off any lipstick or make-up.
- f. Heely’s footwear, whether or not the wheels are taken out. Any kind of Croc footwear, multi colored sneakers or shoes, sneakers or shoes other than the colors described in section 1d.
- g. Open toe sandals, flip flops, slip on sandals

General Requirement: In addition to the above, students must present themselves neatly, cleanly and modestly, **with pants at the waist, and all shirts and blouses tucked into bottoms. Oversized, untucked clothing is never permitted.**

Children sent to school not wearing the uniform will put on school owned shirts and pants or will wait in the main office until the parent or guardian brings in a uniform. (See Student Disciplinary Code, section 1.5.)

Families who cannot afford the uniform will be assisted by the school in order to ensure that their child has a uniform.

Complaint Policy

Manhattan Charter School II Formal Complaint Policy

A Grievance Committee, composed of Board members, will exist to address complaints brought against the School by an individual or an organization. Subdivision 2855(4) of the New York Education Law (part of the Charter Schools Act) provides that parents (as well as any other individual) who believe that a charter school has **violated a term of its charter or applicable law** may complain formally to the School's board of trustees and seek relief.

Before you use this formal complaint process, it is very important for you to determine positively that your complaint involves a violation of the charter or law. If it does not, this formal process is not the appropriate avenue for you to seek a solution to your problem.

The process for a **parent or guardian** to bring a concern to the Board's Grievance Committee will be as follows:

- The parent or guardian will bring their concern to a member of the school administration in the form of an informal complaint.
- If they are not satisfied with the response, then they will put their concern in writing and give it to the Principal; or to another member of the Board of Trustees, who will forward it to members of the Grievance Committee.
- The Grievance Committee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.
- The Grievance Committee will investigate the concern and respond to the parent or guardian in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The committee will be composed of at least two Board members and a parent representative serving on the Board. The Principal will not serve on this committee.
- The Grievance Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

The process for an **employee** to bring a concern to the Board's Grievance Committee is as follows:

- The employee brings their concern to a member of the school administration in the form of an informal complaint.
- If they are not satisfied with the response, then they put their concern in writing and give it to the Principal, or to another member of the Board of Trustees, who will forward it to members of the Grievance Committee.
- The Grievance Committee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.
- The Grievance Committee will investigate the concern and respond to the employee in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The committee will be composed of at least two Board members. The Principal will not serve on this committee.

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- The Grievance Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

The process for an **individual or organization**, who is neither a parent or guardian, nor an employee, will be as follows:

- The individual or organization will bring their concern to the Principal in the form of an informal complaint.
- If they are not satisfied with the response, then they will put their concern in writing and give it to the Principal, or another member of the Board of Trustees, who will forward it to members of the Grievance Committee.
- The Grievance Committee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.
- The Grievance Committee will investigate the concern and respond to the individual or organization in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The committee will be composed of at least two Board members. The Principal will not serve on this committee.
- The Grievance Committee will respond in writing with a decision regarding any written complaint they receive within 30 business days from receipt of complaint.

Appeals of decisions made by the Board of Trustees may be made first to the State University of New York (SUNY) via the Charter School Institute (CSI), and then to the Board of Regents through the New York State Education Department.

Dissolution Procedures

In the event of closure or dissolution of Manhattan Charter School II, the Board shall delegate to the Principal and Business Director the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in Manhattan Charter School II. Additionally, a list of students attending Manhattan Charter School II will be sent to the local district where Manhattan Charter School II is located. Manhattan Charter School II shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of Manhattan Charter School II, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where Manhattan Charter School II is located or directly to the NYCDOE. Manhattan Charter School II has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. The School has allocated \$25,000 per year for the first three years to maintain this fund. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of Manhattan Charter School II that will include at least the Board Chair, the Principal, Business Director and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by Manhattan Charter School II's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal, Business Director and the Board Chair will meet with representatives from the NYCDOE Office of Portfolio Development or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of Manhattan Charter School II:

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Days 1-5	Manhattan Charter School II will deliver a current student list to the NYCDOE	The Principal, Business Director and Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer	The Principal will meet with the students to discuss the school's closing and the ensuing placement process	Manhattan Charter School II will host sessions for families and students about possible schools available and identify the assistance that will be provided during the transfer process	Manhattan Charter School II's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement
	The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution	The Principal will notify all parents in writing of the closure of the school and the ensuing placement process	The Business Director will schedule and advertise meetings (students during school and a public meeting for parents/community in the evening) to discuss Manhattan Charter School II's closing and the student transfer to other public schools:	Manhattan Charter School II's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools	One or more trustees/school employees will be designated to assist in the closure of the school, from an operational and financial perspective. If the Board cannot meet in a timely manner, the responsibility will be delegated to the Finance Committee Chair.

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Days 5-15	The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent	The pupil personnel staff will commence student placement meetings	The Business Director will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures	The Business Director will notify in writing school principals in schools likely to receive transfers from Manhattan Charter School II of the closure and provide contact information for school personnel handling transfers
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Days 15-30	The pupil personnel staff will continue with student placement meetings	A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal	Manhattan Charter School II will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students	Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records	Manhattan Charter School II will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school
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Transfer of Assets:

The Business Director will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Business Director will maintain an up-to-date inventory of the assets of the school. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of Manhattan Charter School II's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Business Director with the cooperation of the NYCDOE Office of Portfolio Development. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

Personnel Procedures

All employees of Manhattan Charter School II will be expected to adhere to the policies below. Each employee, upon hire, will be given a copy of the personnel handbook and it will be reviewed. All employees will be expected to sign an Employment Acknowledgement Form and this form will be kept in their employee file. The personnel handbook will be reviewed and updated as needed with approval from the Board of Trustees. MCSII reserves the rights to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of MCSII and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the Board of Trustees.

Equal Opportunity Employment

It will be the policy of Manhattan Charter School II to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, MCS-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner.

MCSII will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. MCSII will also provide reasonable accommodation for such individuals in accordance with these laws. It is MCS's policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;
- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for MCSII; and
- notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission's poster on discrimination throughout school premises.

A qualified individual with a disability may request a reasonable accommodation by communicating this request to the Business Director either orally or in writing. Upon receiving the request, the Business Director will meet with the employee to identify the precise limitations

resulting from the disability and the potential accommodation that MCSII might make. MCSII reserves the right to request additional medical documentation.

The Principal and Business Director will make the final decision regarding any accommodation.

Immigration and Nationality Act

In compliance with the Immigration Reform and Control Act of 1986 each new employee of Manhattan Charter School II, as a condition of employment, will complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility as requested on the Employment Eligibility Verification Form I-9 within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

Hiring Procedure

Manhattan Charter School II strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal and Business Director to locate and recruit the best qualified candidates to meet the school's educational needs.

All Manhattan Charter School II positions will be posted publically and will include a job description with a job description and minimum requirements. All postings will include the following wording:

As an equal opportunity employer, Manhattan Charter School II hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

All applicant's resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references which will be checked and will be required to provide FBI clearances upon hire.

Hiring of Teachers

MCSII's teacher hiring process will include the following phases:

- **Submission of Resume and Cover letter**
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at MCSII.
- **Interviewing**
MCSII's interview process is designed to help the Principal, Business Director or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School's staff; and b) will fit into MCSII's unique culture and environment. MCSII will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Business Director or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with MCSII's instructional philosophy and culture.
- **Writing Sample**

Candidates who are invited to continue in the process after the interview will be asked to complete a writing sample. The writing sample includes questions related to the candidate's instructional philosophy, experience and receptiveness to feedback that will be used by the School to create a more complete picture of whether the candidate is a good fit for MCSII.

- **Demonstration Lesson**

Candidates who are invited to continue in the process will be asked to conduct a demonstration lesson. Depending on the grade level or position of consideration, the candidate may be asked to conduct multiple demonstration lessons. Time will be reserved between lessons for the candidate to debrief with School leadership and receive feedback.

- **Checking References**

MCSII has a policy of calling references provided by the employee that include at a minimum speaking to a former employer.

- **Offering Employment**

MCSII will offer employment through a hire offer memo and a phone call. MCSII's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.

- **Fingerprinting**

Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

MCSII reserves the right to amend, extend or truncate this process as circumstances require.

Teacher Qualifications

Teacher selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of MCSII educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates for teaching positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population. MCSII's teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. Successful candidates will demonstrate a commitment to continuous improvement and learning through professional development.

MCSII will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of teaching experiences, to serve a diverse population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles and who have achieved a Master's Degree in Education. Additionally, candidates should have a proven track-record of high achievement in the classroom and commitment to accountability and exhibit a belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy.

Recruiting effective teachers that align with MCSII’s mission

MCSII will seek to establish a broad applicant pool for all available and vacant positions. MCSII will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. MCSII will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, teachers will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on idealist.org or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

Below are sample job descriptions for the two most prominent positions, MCSII will be hiring for in our first year (2012-2013); teacher and instructional assistant.

Teacher Job Description

Specific Responsibilities

- Executes the mission of MCSII including high academic achievement, integration of the five learning disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices.
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals.
- Plans student learning and individual achievements based on long and short-term goals, and program objectives.
- Selects and uses effective instructional methods and learning materials.
- Establishes a cooperative relationship with all assigned students.
- Manages the classroom in a positive manner and keeps students on task.
- Attends, participates, and facilitates team meetings and professional development opportunities, as well as common planning times.
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the MCSII school program.
- Prepares, administers, and reviews all required student assessments.
- Meets regular and predictable attendance requirements.
- Performs other duties, as deemed appropriate, by the Principal.

Qualifications

- Master’s degree required
- Minimum of two years teaching experience in an urban public school or charter school setting

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- Proven track-record of high achievement in the classroom and commitment to accountability
- Belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy
- Valid New York State Certification is helpful but not required

Instructional Assistant Job Description

Specific Responsibilities

The Instructional Assistant will have the opportunity to work with an experienced Principal, to participate in the professional development program of the school and to collaborate with an enthusiastic staff of teachers and highly qualified outside staff developers. The Instructional Assistant will support one or two classes at the same grade level in coordination with the classroom lead teachers.

Our Instructional Assistants will be asked to:

1. Work with teachers to address the individual needs of students.
2. Develop and support an inviting, exciting, and innovative learning environment.
3. Use materials effectively and keep lessons focused on the objective.
4. Keep students on task, assess student performance and provide feedback.

Hours are 7:30 am-4:30 pm Monday through Friday.

Qualifications

- Must be currently enrolled in a Masters program for Education
- Experience in a school setting
- Belief in and alignment with Manhattan Charter School II's core beliefs and educational philosophy

Hiring of School Administrators and Other School Employees

Manhattan Charter School II strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal and Business Director to locate and recruit the best qualified candidates to meet the school's educational needs.

MCSII's administrator and staff hiring process will include the following phases:

- **Submission of Resume and Cover letter**
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at MCSII.
- **Interviewing**
MCSII's interview process is designed to help the Principal, Business Director or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School's staff; and b) will fit into MCSII's unique culture and environment. MCSII will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Business Director or a designee may elect to pre-screen candidates with a telephone interview to discover

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whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with MCSII's instructional philosophy and culture.

- **Checking References**

MCSII has a policy of calling references provided by the employee that include at a minimum speaking to a former employer.

- **Offering Employment**

MCSII will offer employment through a higher offer memo and a phone call. MCSII's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.

- **Fingerprinting**

Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

MCSII reserves the right to amend, extend or truncate this process as circumstances require.

Staff and Administrator Qualifications

Selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of MCSII educational and administrative goals.

Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development.

MCSII will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse staff, from a wide range of experiences, to serve a diverse population of students. Depending on the role, qualifications will vary.

Recruiting effective staff that align with MCSII's mission

MCSII will seek to establish a broad applicant pool for all available and vacant positions. MCSII will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools, and job posting services. MCSII will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on idealist.org or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

Below is a sample job description of the Principal of Manhattan Charter School II:

Principal of Manhattan Charter School II

The Co-Leader/Principal of Manhattan Charter School II will be the day to day onsite leadership and work with the Co-Leader/Business Director to ensure the mission of MCSII is being met.

Specific Responsibilities

Instructional Management:

- Ensures high academic outcomes as identified in MCSII’s charter
- Responsible for the curriculum, all instructional materials and implementation
- Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school’s students
- Aids teachers in implementing effective instructional practices and monitors student achievement on an ongoing basis

Human Resources:

- Trains, supervises and evaluates all instructional staff and teachers
- Works with staff to create professional development plans
- Fosters collegiality and collaborative decision making among staff
- Has the final say in all hiring and firing decisions

Community and External Relations:

- Is the public face of the school in the community, working together to build a connection between the school and families and other stakeholders that is strong, mutually respectful and marked by continual communication about student achievement

Administrative Management:

- Develops and sets annual school performance objectives. Identifies, analyzes, and applies researched findings to promote school improvement
- Maintains compliance with city, state and federal law, regulations, reporting, and testing
- Communicates regularly with the Board of Trustees about the needs, successes, recommendations, and general operation of the school

Qualifications:

- Master degree in education or school administration, or related degree
- A minimum of 7-10 years of progressively more responsible experience in teaching , related education specialty, supervision or administration; or equivalent education and experience
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers, parents, community leaders, Board members, and others to continuously improve instructional excellence
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, students, and community leaders
- Communicates clearly and effectively with staff

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- Works to create a positive school culture

Employee Terminations

To ensure orderly operations and provide the best possible work environment, Manhattan Charter School II will expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination. While this non-exhaustive list enumerates grounds for termination, this list in no way should be read to limit the “at will” status of future employees at MCSII.

- theft, damage or unauthorized removal or possession of MCSII property
- falsification of timekeeping records
- any discriminatory act
- sexual or other unlawful or unwelcome harassment
- possession, distribution, sale, transfer or use of a lcohol or illegal drugs while on duty, including operating vehicles or equipment
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct
- gambling on the premises
- safety violations including lack of supervision of students
- possession of dangerous or unauthorized materials, such as explosives or firearms
- excessive absenteeism, tardiness or any absence without approval
- misappropriation of school property

All MCSII employees will be employed “at-will,” and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. MCSII will reserve the right to change the organizational structure of the school and eliminate jobs or job classifications when necessary.

Staff Qualifications and Licenses

It shall be the obligation and financial responsibility of each Manhattan Charter School II staff member to obtain and maintain certifications, licenses, and other credentials necessary for the position for which he or she was hired. It shall be in the sole discretion of the school to determine from time to time whether any staff member’s certificates, licenses, credentials and qualifications are sufficient or appropriate for any position at MCSII. All teachers will need to meet the minimum requirement of having a Masters degree and have a minimum of two years teaching experience.

Occupational Exposure Policy

The policy of Manhattan Charter School II on occupational exposure will be consistent with the laws and regulations outlined by the United States Department of Labor’s Occupational Safety and Health Administration. Employees exposed to blood or other bodily fluid, in the course of their jobs will be required to exercise universal precautions. Universal precautions are intended

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to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Detailed information about universal precautions will be distributed under separate cover. MCSII will take steps to limit employee exposure to blood and other potentially infectious bodily fluids pursuant to OSHA.

If MCSII will take any steps to ascertain whether there are toxic substances in its workplace, employees have a right to access that information per New York State Law.

EMPLOYEE EXPECTATION AND EVALUATIONS

Professional Expectations

Hours of Operation, Work Days, Week and Year and School Year

The Manhattan Charter School II building will hope to be open each school day from 7am until 6pm, depending on the DOE space MCSII will be located in. If access to the building is needed outside of the specified hours, approval should be sought from the Principal. Special access will need to be scheduled two (2) weeks in advance to allow the administration to apply for the required permits.

Employees work hours will be 7:30am – 4:30pm, unless otherwise specified in employees hire memo. A 30-45 minute non-working lunch break may be taken by each full-time employee each day, at a time specified by the school. The work year shall be as determined by school leadership and shall be subject to change at its discretion without prior notice.

All staff members will be expected to be on time for all duties. If an employee is running late the employee must contact the Principal or Business Director before the start of his or her shift. All lateness will be documented by the Business Director. If an employee is excessively tardy without a authorization, he or she will receive a written warning and be placed on thirty day probation and may have his/her pay docked. Failure to correct this action can result in termination.

Additional Hours and Work Days

Manhattan Charter School II may require employees to report to work on days not originally scheduled as work days if appropriate to advance the educational program of the school. For example, teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Compensation, if any, shall be determined by the school.

All regular full-time staff members will be encouraged to attend school events occurring outside of school hours. All regular full-time staff members will be required to attend and assist with the Winter and Spring concerts. Additionally, all regular full-time staff members will be required to attend up to 10 evening activities beyond the concerts and parent-teachers conferences.

Criminal Conviction

All employees of Manhattan Charter School II will be required to notify the Principal within five (5) days of any criminal conviction whether it occurred in or out of the workplace.

Background Criminal Check

Employees of Manhattan Charter School II will be required to successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin before clearance is received the employee must receive an Emergency Conditional Appointment that has been approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised on a regular basis to ensure the safety of students.

Employees, who have never been fingerprinted for the New York State Education Department or the New York Board of Education, will need to be fingerprinted at the NYCDOE or another entity arranged or approved by MCSII and at the employee's own expense.

Professional Evaluation Process

Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members of Manhattan Charter School II will be expected to demonstrate progressive expertise in job performance and knowledge.

The Principal, along with the Business Director of Manhattan Charter School II, will be responsible for the performance evaluation of all instructional staff and student and family support staff. He/she will provide assistance and guidance on a regular basis, both informally and formally. The Business Director is responsible for evaluating the performance of all operational and administrative staff.

Annual performance evaluations will be conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations will serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made.

Evaluations for teaching staff will be conducted by the Principal through regular informal classroom visits throughout the year. The visits will be conducted for a range of reasons, including observation of student achievement, demonstration or modeling, assistance with guided reading, or observation of practice. The visits may not be announced. The purpose of this is not to make the staff member feel uncomfortable. To be effective in their roles, members of the school administration will require a good sense of the needs of the students and the staff. This will result from administration having a regular presence in the classroom.

Teachers will be held accountable of student achievement through informal and formal observations as well as student assessments. Frequent assessment and analysis of data will ensure individual teachers are making progress towards student goals. Teacher evaluation and professional development will be aligned with meeting individual student and school wide goals.

Specifically:

- MCSII's Performance Based Incentive rubric which is developed by MCSII leadership and staff. The rubric outlines that incentives will be determined in the following way:

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75% of the incentive will be based on achieving individual student growth targets and 25% based on MCSII meeting school-wide goals.

- Each teacher professional development plan must outline goals that, if achieved, MCSII leadership and the teacher believe will support the teacher in achieving student growth targets.

Once per year each teacher will have a formal evaluation that will be planned at least five (5) days in advance. After the formal evaluation the teacher who was evaluated will receive a performance evaluation based on the visits and observations of the Principal. MCSII will also use the [Danielson Group's Framework for Teaching](#) as part of our teacher evaluation tools.

For all non-teaching staff their respective Manager or Director will discuss the staff person's performance and establish performance goals based upon the responsibilities and requirements of the position.

The criteria of the evaluation for each position will be based on the school's operating values and the employee's job description. These criteria will be circulated prior to the evaluation. This criterion can be subject to change at any time without notice to the employee.

We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves the interests of MCSII. The results of the formal evaluation will be kept in each employee's personnel file. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the Principal may take any of the following steps:

- Identify areas of weakness, counsel and recommend ways to address them within a specified time frame;
- Warn the staff person orally, and if the problem(s) continue, warn the staff person in writing with a copy to the staff person's personnel file; and/or
- Discharge the staff person.

These steps are not to be seen as progressive in nature. The Principal or Business Director will take the step that is most appropriate under the circumstances.

School Policies

Harassment Policy

Manhattan Charter School II will strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, MCSII will consider unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, disability, or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited.

In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's sex, race, color, religion, age, national origin, sexual orientation, disability or other protected

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characteristic constitute harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

The types of conduct prohibited by this policy will include, but are not limited to:

1. Any demand for sexual favors that are accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or the terms and conditions thereof.
2. Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.
3. Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

All Other Discrimination and Harassment

It will be the policy of Manhattan Charter School II that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form will be prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment. Harassment is prohibited in all relationships at the school including, but not limited to relationships between staff members and between staff and students.

Investigation and Remediation

If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the Principal, Business Director or any other managing personnel with whom that employee feels comfortable.

All reports of harassment will be promptly investigated by the Principal, Business Director or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Principal or Business Director will take appropriate corrective action, which may, upon a determination by the Principal or Business Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

Whistleblower Policy

General

Manhattan Charter School II will require its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. All employees and representatives of MCSII, must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

This policy will not be a vehicle for reporting violations of the applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

Reporting Responsibility

It will be the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements (“Violations”) in accordance with this Whistleblower Policy.

No Retaliation

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between Manhattan Charter School II and its employees, nor does it change the fact that employees of MCSII are employees at will. Nothing contained herein provides any director, officer, or employee of MCSII with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Audit Committee.

Compliance Officer

The Compliance Officer will be a designee of the Audit Committee and will be responsible for investigating and resolving all reported violations and shall advise the Audit Committee and, if the Compliance Officer deems it appropriate, the Principal and/or the Business Director, of all reported complaints and allegations of violations. The Compliance Officer will be required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

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Accounting and Auditing Matters

The Audit Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the Audit Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Audit Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Audit Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

Investigations

The Compliance Officer may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of Manhattan Charter School II or to any other individual, including persons not employed by MCSII, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported violation or in a manner that would compromise either the identity of an employee who reported the violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported violation shall be determined by the Audit Committee in its sole discretion and MCSII and its employees will cooperate as necessary in connection with any such investigation.

Acting in Good Faith

Anyone filing a complaint concerning a violation will be required to act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

In making a complaint or submission, an employee of Manhattan Charter School II may request that such complaint be treated in a confidential manner (including that MCSII take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). MCSII takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.

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Records

The Audit Committee will retain on a strictly confidential basis for a period of seven (7) years (or otherwise as required under Manhattan Charter School II record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to MCSII and such records will be considered privileged and confidential.

Alcohol, Smoking, and Drug Policies

In keeping with the Manhattan Charter School II policy of ensuring a safe and healthy work environment, smoking or having or using alcohol or drugs will be prohibited throughout the workplace. State Law prohibits smoking in all school buildings, including buses. State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, or being under the influence of alcohol or any controlled substance while on school property. This policy will apply equally to all employees, students, and visitors.

If an employee believes that he or she has knowledge of an incident involving smoking, alcohol, or drug use that occurred on school property that employee should immediately notify the Principal, Business Director or any other managing personnel with whom that employee feels comfortable.

All reports of an incident involving smoking, alcohol, or drug use that occurred on school property will be promptly investigated by the Principal, Business Director, or his or her designee who is not involved in the alleged incident, and will be kept confidential to the extent possible.

If an investigation confirms that an incident has occurred, the Principal or Business Director will take appropriate corrective action, which may, upon a determination by the Principal or Business Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

MCSII will retain the right to search or test to maintain the safety, security, productivity, or quality of MCSII and its community members; or if it will aid in an investigation of workplace accidents, but only if there is a valid reason to search or test. MCSII will comply with applicable laws and regulations for searching and testing. All drug testing will be done fairly and the school will administer tests that conform to the scientific requirements of the New York Drug Testing Act. All results of testing and searching will be kept confidential.

Property Searches

All school property will belong to Manhattan Charter School II including, but not limited to, desks, chairs, bookcases, computers, phones, and file cabinets. No person, including any staff member, has any right to privacy with respect to these items or locations. School equipment and instructional materials should not be used for any personal business without prior approval from the Business Director and Principal.

Employees will also have no expectation of privacy with respect to all communications, including but not limited to telephone, voicemail, e-mail, and Internet use.

MCSII will not be responsible for loss or damage of any employee's personal property, even if the damage or loss occurs on school grounds.

Confidentiality

Employees of MCSII may not release any privileged information about Manhattan Charter School II, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal.

Examples of confidential information include, but are not limited to:

- Report cards;
- Medical records;
- Residence and contact information; and
- Special Education records.

Only parents and guardians who have custody of their children and personnel mandated by law are allowed to see confidential information. Any applicable law or regulation supersedes a parent or guardian from seeing confidential information (i.e. a restraining order, a court order).

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

If an employee finds it necessary to release privileged information about MCSII, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal, that employee must submit a written request to the Principal. The request must include the information to be released as well as to whom the information is being released in order to be considered. Failure to secure permission before releasing privileged information can result in disciplinary action, including termination.

The obligation for employee confidentiality continues after employment has been terminated.

Telecommunication Policy

Manhattan Charter School II will provide computer and communication systems to support its business activities. These systems may include, but are not limited to: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks, and access to the Internet. Each user will be personally responsible to ensure that these guidelines are followed. No employee of MCSII should use any computers or communications systems for any non-school related business.

All data in any Manhattan Charter School II computer and communication systems (including, but not limited to, documents, and other electronic files, email and recorded voicemail messages) will be the property of MCSII. MCSII may inspect and monitor such data at any time. MCSII may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual.

No individual should have any expectation of privacy for electronic communications or account information in the system, including, but not limited to, documents, emails or messages marked "private," which may be inaccessible to most users but remain available to MCSII. The deletion of a document or message may not prevent MCSII from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, MCSII may restrict access to certain sites that it deems are not necessary for business purposes.

MCSII's computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, computer systems may not be used to lobby, solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes. Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on the school's computers or conduct any other activity in violation of applicable law or regulations. Employees will be prohibited from intentionally disrupting the network, destructing or altering information, unauthorized interference with private information, and provision of access to unauthorized persons.

Employees will assume all risks associated with using the network, including indemnification of the school if it is sued for damage caused by the employee's actions on or through the network.

Employees will be asked to notify their immediate supervisor, or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

MCSII will have no duty to inform any employee of changes to this policy.

Cell Phone Policy

Attachment 41 – Personnel Policies

All staff will be required to use MCSII phones, not personal cell phones, to place phone calls to parents. MCSII will also ask employees not use personal cell phone to text parents, and will ask that teachers use the phone if communication with parents is necessary.

Employee Files and Employee Record Policy

Manhattan Charter School II will keep a confidential file on each employee that may include, but is not limited to, the following items: application materials and resume, letters of hire and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies.

MCSII will be committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Agency employees. In order to comply with all rules and regulations, including the ADA, MCSII will keep all medical records and all other necessary documents in a separate file.

Employee files will be the sole property of MCSII. Employees may view their personnel file upon request and in the presence of the Principal or Business Director.

MCSII will only release information on school personnel as consistent with all applicable rules and regulations. When legally mandated to release information on school personnel, MCSII will do so without employee notification. If an employee requests MCSII to release information to an outside party, that request must be put in writing to the Business Director. It is at the sole discretion of the Business Director, unless mandated by applicable laws and regulations, if the information is released or not.

Conflict of Interest

A conflict of interest will be when any employee, Board of Trustee, or other person in a position in authority has competing personal or professional interests.

All employees will be required to sign a conflict of interest agreement stating that they will not derive any personal profit or gain (excluding salary from Manhattan Charter School II), directly or indirectly, by reason of his or her participation with MCSII. Each individual shall disclose to the Principal or designee any personal interest which he or she may have in any matter related to MCSII and not participate in any decision on that matter.

It will be the policy of MCSII to excuse any staff, Board of Trustee, or other interested party from any part of the hiring process when the potential employee in question is a relative of the employee, Board of Trustee, or interested party.

STUDENT RELATED POLICIES

Mandatory Reporting

All staff members of Manhattan Charter School II will be considered mandated reporters under Section 413 of the New York State Social Services Law. Mandated reporters are legally required to initiate a report under this statute's provisions when they have reasonable cause to suspect that a child is abused or maltreated. MCSII will require all staff members who suspect that a child is

Attachment 41 – Personnel Policies

a victim of child abuse, maltreatment or neglect to immediately bring the matter to the attention of the Principal before completing all other mandatory reporting requirements.

It will be the responsibility of every staff member to report any suspected child abuse, maltreatment or neglect directly to ACS. The form to be filled can be found in the Main Office or via the website: <http://www.ocfs.state.ny.us> MCSII will also be submitting a report to the appropriate authorities in accordance with the law. Any staff member's failure to report suspected child abuse, maltreatment or neglect may render MCSII and the individual employee civilly and/or criminally liable. Reporting suspected child abuse, maltreatment or neglect in good faith will protect the reporting employee and MCSII from being legally liable.

New York law defines an "abused child" as a child under eighteen (18) years of age whose parent or person legally responsible for his or her care inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse. A "maltreated child" is any child under eighteen (18) years of age whose parent or person legally responsible for him or her fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where he or she loses control of his or her actions. Although New York law defines child abuse and maltreatment narrowly, MCSII will require employees to report suspicion of any serious physical or mental injury (other than by accidental means) or sexual abuse to the Principal and ACS directly, regardless of who the suspected perpetrator. In all situations involving suspected or alleged child abuse or maltreatment, MCSII will endeavor to act in the best interests of the student and to cooperate with the appropriate authorities.

Corporal Punishment

Staff members of Manhattan Charter School II should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Principal or designee to the extent possible.

Corporal punishment is prohibited by New York state law and by MCSII. Corporal punishment will result in immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Principal.

Student Medicine Policy

A parent or guardian requesting that medication be administered to their child during the school day will be required to submit the following in writing during school hours to the School Nurse:

1. a letter of request and authorization that contains all information required by SBESE policy;
2. written orders for all medications to be given at school, including annual renewals at the beginning of the school year;

Attachment 41 – Personnel Policies

3. a written description by physician or dentist of the desired effects and the child-specific potential of adverse side effects;
4. a prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter;
5. a list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student;
6. a list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication;
7. arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult; and
8. unit dose packaging shall be used whenever possible.

Medicine shall be stored in a locked cabinet, closet, or drawer with access only provided to the nurse and the Principal. Only the nurse can administer medications. Medication will be stored only in its originally labeled container as dispensed by the pharmacist and will be stored with a photograph of the child whom will be receiving the medication. Staff members of Manhattan Charter School II, under no circumstances, will be permitted to administer any form of medicine to a student.

MCSII SAMPLE EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about Manhattan Charter School II, and I understand that I should consult the Business Director or Principal regarding any questions not answered in the handbook. I have entered into my employment relationship with MCSII voluntarily and acknowledge that there is no specified length of employment. Accordingly, either MCSII or I can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except regarding the school's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE NAME (please print): _____

EMPLOYEE SIGNATURE: _____

DATE: _____

Attachment 42 - Action Plan

Action Plan

	Person Responsible	Start Date	Projected Completion Date
Academic Program and School Administration			
Recruit and hire appropriately qualified staff, including key leadership positions	Business Director	January 2012	August 2012
Provide written notice to Institute that head of school/principal has been named within 5 days of the hire date	Business Director	January 2012	August 2012
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	Business Director	January 2012	August 2012
Provision classrooms appropriately	Principal and Business Director	January 2012	August 2012
Prepare school calendar and distribute to families	Principal	January 2012	February 2012
Prepare class schedules and distribute to teachers	Principal	May 2012	September 2012
Make arrangements to provide a range of special education services	Principal	January 2012	August 2012
School Management and Operations			
Submit a copy of the charter school's management contract to the Institute for review	N/A	N/A	N/A
Make arrangements to provide nutrition services to the school's students	Business Director	January 2012	June 2012
Ensure that appropriate food and beverage storage is available at the school	Business Director	July 2012	August 2012
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	Business Director	January 2012	May 2012
Contact school district of location or appropriate entity to arrange for school nurse, and/or recruit and	Business Director	January 2012	June 2012

Attachment 42 - Action Plan

	Person Responsible	Start Date	Projected Completion Date
hire a school nurse			
Develop a medications administration plan	Principal	June 2012	August 2012
Develop health services plan	Principal	June 2012	August 2012
Ensure that all students are appropriately immunized, or are excused from so being	Principal & Family Coordinator	May 2012	August 2012
Ensure that the school will have the proper number of defibrillators and trained staff	Principal & Family Coordinator	June 2012	August 2012
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	Principal	January 2012	March 2012
Arrange for supplemental transportation services	Principal	March 2012	May 2012
Organizational Viability			
Ratify school by-laws within 30 days of issuance of charter	Board Chair	December 2011	January 2012
Write the Student Application for Admission and submit it to the Institute by December 30 th	COO	November 2011	December 2011
Plan and document student recruitment and school marketing efforts by January 16 th	COO	December 2011	January 2012
Define and application period and set a lottery date	COO & Business Director	December 2011	January 2012
Conduct the lottery	Business Director	April 2012	April 2012
Notify parents and guardians of the results of the lottery	Business Director	April 2012	April 2012
Complete the Application and Admission Summary and submit it to the Institute by May 1	Business Director	April 2012	May 2012
Request student records from students' former districts	Principal & Family Coordinator	May 2012	August 2012
Arrange for separate locked storage for students' academic and health records	Principal	February 2012	April 2012

Attachment 42 - Action Plan

	Person Responsible	Start Date	Projected Completion Date
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education students as needed and include in student/family handbook	Principal	January 2012	April 2012
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	Principal	January 2012	April 2012
Write the school's FERPA policy	Business Director	January 2012	April 2012
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook	Principal	January 2012	April 2012
Set up student files with proper FERPA protections and procedures	Family Coordinator	June 2012	August 2012
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	Family Coordinator	June 2012	August 2012
Revise and enhance the school's Open Meetings Law policy to make it a working policy	Business Director	January 2012	April 2012
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	Business Director	January 2012	April 2012
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	Business Director	January 2012	July 2012
Locate a school facility and notify Institute and SED within 10 days of identification	Business Director	January 2012	February 2012
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute by May 15 th	Business Director	February 2012	May 2012
Create a Facility Completion Schedule and submit it to the	Business Director	February 2012	May 2012

Attachment 42 - Action Plan

	Person Responsible	Start Date	Projected Completion Date
Institute by May 15 th			
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	Business Director	May 2012	August 2012
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	Business Director	May 2012	August 2012
Obtain Certificates of Insurance	Business Director	January 2012	July 2012
Create life safety procedures and train teachers accordingly	Business Director	July 2012	August 2012
Create a draft SAVE plan and submit it to SED and Institute	Business Director	July 2012	August 2012
Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or SED's comments.	Business Director	July 2012	August 2012
Write a plan and procedures to control access to the building	Business Director	June 2012	July 2012
Hire necessary security personnel, if needed	Business Director	May 2012	July 2012
Ensure that there is adequate signage and that the building is numbered for emergency response	Business Director	June 2012	July 2012
Develop the school's fiscal policies and procedures and draft Initial Statement	Business Director	January 2012	February 2012
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	Board Chair	June 2012	July 2012
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	Business Director	June 2012	July 2012
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	Business Director	March 2012	April 2012

Attachment 42 - Action Plan

	Person Responsible	Start Date	Projected Completion Date
Create annual cash flow projection and submit by June 30 th ; submit revised budget if necessary by August 1	Business Director	May 2012	June 2012
Submit unaudited statements of income and expense to the Institute by August 15 th	Business Director	July 2012	August 2012
Obtain federal tax exempt status	Business Director	January 2012	March 2012
Establish a payroll system	Business Director	January 2012	June 2012
Establish a billing system for school districts	Business Director	January 2012	March 2012
Fidelity to Charter Agreement			
Identify a compliance contact person	Business Director	January 2012	March 2012

Attachment 43 - Sample Dashboard
September 22, 2009 Dashboard
REVIEW OF 2008-2009 PERFORMANCE AGAINST CHARTER GOALS

Charter Goal 1: MCS students will meet or exceed the performance goals for public elementary students set by the Board of Regents. If the school's Performance Index (PI) for all students taking the 2008 and 2009 ELA and Math examinations equals or exceeds the NYS AMO in that area, then the school will have made Adequate Yearly Progress (AYP) according to NCLB. The PI is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

MCS 2009 NYS Standardized Assessment Results							
Group	Level 1	Level 2	Level 3	Level 4	PI (2+3+4) + (3+4)	NYS AMO	AYP Met
MCS Grade 3 ELA		10%	82%	8%	190	144	Yes
MCS Grade 3 Math		3%	82%	15%	197	119	Yes
MCS Grade 4 ELA		6%	94%		194	144	Yes
MCS Grade 4 Math			59%	41%	200	119	Yes

Charter Goal 2: MCS Students will perform at higher levels on NYC DOE-mandated assessments than their counterparts across all NYC public elementary schools as demonstrated by the percentage of passing students.

MCS / District Comparison on 2009 NYS Standardized Assessment								
	ELA Percent Proficient				Math Percent Proficient			
	MCS	NYC District 1	NYC All	Goal Met?	MCS	NYC District 1	NYC All	Goal Met?
3 rd Grade	90%	70.5%	64.6%	Yes	97%	92%	91.4%	Yes
4 th Grade	94%	69.5%	64.1%	Yes	100%	83%	84.9%	Yes

Charter Goal 3: MCS students will perform at high levels on Regents-mandated ELA and Math assessments as demonstrated by the achievement of a score of 3 or better by at least 75% of students taking the subject assessment.

MCS / Charter Goal Comparison on 2009 NYS standardized assessment						
Student Group	ELA			Math		
	Charter Goal	2009 Proficiency	Goal Met?	Charter Goal	2009 Proficiency	Goal Met?
MCS 3 rd Grade	75%	90%	Yes	75%	97%	Yes
MCS 4 th Grade	75%	94%	Yes	75%	100%	Yes

Charter Goal 4: MCS Students will demonstrate annual growth on the school's chosen nationally-normed standardized tests based on cohort average. Data given includes only students with continuous enrollment.

Terra Nova Reading NCE Annual Growth											Goal Met?
Cohort	Cohort size	K Spring	1st Gr. Spring	2nd Gr. Spring	3rd Gr. Spring	4th Gr. Spring	K-1st difference	1st-2nd difference	2nd-3rd difference	3rd-4th difference	
2008-9 4th Gr.	16		54.8	50	45	50.6		-4.8	-5	5.6	Partially
2008-9 3rd Gr.	35	53.5	54.5	59.4	52.7		1	4.9	-6.7		Partially
2008-9 2nd Gr.	32	66.1	53.5	50.1			-12.6	-3.4			No
2008-9 1st Gr.	38	65.7	51.4				-14.3				No
Terra Nova Math NCE Annual Growth											Goal Met?
Cohort	Cohort size	K Spring	1st Gr. Spring	2nd Gr. Spring	3rd Gr. Spring	4th Gr. Spring	K-1st difference	1st-2nd difference	2nd-3rd difference	3rd-4th difference	
2008-9 4th Gr.	16		49.3	57.1	49.9	52		7.8	-7.2	2.1	Partially
2008-9 3rd Gr.	35	53.7	50.9	45.2	52.3		-2.8	-5.7	7.1		Partially
2008-9 2nd Gr.	32	54.8	37.6	40			-17.2	2.4			Partially
2008-9 1st Gr.	38	52.6	44.7				-7.9				No

Attachment 43 - Sample Dashboard
September 22, 2009 Dashboard

2008-2009 OTHER INDICATORS

Attendance Goal: To meet or exceed attendance target of 95% determined by NCLB.

2008-09 Student Attendance Rates Full Year		2008-09 Student Attendance Rates Through 4/30/2009		
Grade	Attendance Rate	Grade	Attendance Rate	Goal Met?
K	88.9%	K	93.3%	No
1	89.9%	1	92.6%	No
2	89.5%	2	91.6%	No
3	89.1%	3	91.9%	No
4	91.7%	4	94.8%	No
All Grades	89.6%	All Grades	92.5%	No

In MCS's fourth year, students attended school 89.6% of the time. However, all NYC DOE attendance rates were adversely affected during the 2008-9 year by the flu outbreak towards the end of the year. In fact, the DOE has requested NYC public schools report attendance for 2008-9 from the beginning of the school year through April 30, 2009 only.

Promotion Goal:

To approach 100% student promotion each year.

Attrition Goal:

To approach 0% student attrition, or 100% retention, each year.

2008-09 Promotion Rate	
Grade	Promotion Rate
K	91%
1	96%
2	100%
3	100%
4	100%
All Grades	97%

2008-09 STUDENT ATTRITION RATES		
Grade	Enrollment	Grade Total
K	% Attrition	4%
1	% Attrition	4%
2	% Attrition	8%
3	% Attrition	7%
4	% Attrition	11%

Attachment 43 – Supplemental Information

September 22, 2009 Dashboard

REVIEW OF 2008-2009 PERFORMANCE AGAINST CHARTER GOALS

Charter Goal 1: MCS students will meet or exceed the performance goals for public elementary students set by the Board of Regents. If the school's Performance Index (PI) for all students taking the 2008 and 2009 ELA and Math examinations equals or exceeds the NYS AMO in that area, then the school will have made Adequate Yearly Progress (AYP) according to NCLB. The PI is based on the following calculation:

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Charter Goal 2: MCS Students will perform at higher levels on NYC DOE-mandated assessments than their counterparts across all NYC public elementary schools as demonstrated by the percentage of passing students.

MCS / Charter Goal Comparison on 2009 NYS standardized assessment						
Student Group	ELA			Math		
	Charter Goal	2009 Proficiency	Goal Met?	Charter Goal	2009 Proficiency	Goal Met?
MCS 3 rd Grade	75%	90%	Yes	75%	97%	Yes
MCS 4 th Grade	75%	94%	Yes	75%	100%	Yes

Charter Goal 3: MCS students will perform at high levels on Regents-mandated ELA and Math assessments as demonstrated by the achievement of a score of 3 or better by at least 75% of students taking the subject assessment.

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4	91.7%	4	94.8%	No
All Grades	89.6%	All Grades	92.5%	No

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2	100%
3	100%
4	100%
All Grades	97%

2008-09 STUDENT ATTRITION RATES		
Grade	Enrollment	Grade Total
K	% Attrition	4%
1	% Attrition	4%
2	% Attrition	8%
3	% Attrition	7%
4	% Attrition	11%

Tools for Teacher Evaluation

The Process

Step 1: The Lesson Plan

For announced/formal observations, the teacher completes the **lesson plan document**, attached, (electronically, preferably) and sends it to evaluator two days prior to announced visit.

Evaluator reads the plan, provides feedback to the teacher, (electronically, preferably) and asks any clarifying questions as necessary.

This plan becomes evidence for Domain 1.

Step 2: Evidence Collection

Evaluator conducts observation of practice, collecting evidence using the appropriate attached document:

- **Evidence Collection Form #1:** Formal/Announced Observation
- **Evidence Collection Form #2:** Informal/Unannounced/Walk-Through Observation

Evaluator shares a copy of the evidence with the teacher, who may add to it, or correct it, as necessary.

Step 3: Teacher Reflection and Self-Assessment

The teacher conducts a self-assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance on the attached **Framework for Teaching rubrics**.

The teacher sends the self-assessment to the evaluator within two days of the observation.

The evaluator studies the teacher self-assessment, and marks on the evaluator rubric (attached) the “components of agreement”, that is, those components where the teacher’s self-assessment of the lesson matches with the evaluator’s assessment of that component.

The evaluator **DOES NOT MARK** the components where the teacher’s thinking and the evaluator’s thinking do not match. These will be discussed and completed in Step 4.

Step 4: Collaborative Assessment

The teacher and evaluator meet for the post-teaching conference in which they discuss the “components of difference”, that is, those components where the teacher’s self assessment of the lesson is different from the evaluator’s thinking.

The teacher takes the lead in discussing the evidence and his/her reasons for assessing the component as s/he did. The evaluator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the evaluator’s assessment form.

In the event that the evaluator and teacher cannot come to agreement, the evaluator’s assessment will be recorded, following whatever due-process agreements are contractually in place.

Step 5: Summative Assessment

At the end of the evaluative cycle, the teacher is invited to review the evidence accumulated throughout the cycle, including:

- Formal observations/evaluations
- Informal observations/evaluations
- Walk-through observations
- Artifacts
- Related data: test scores, absentee records, etc.
- Ancillary evidence as permitted by contract: parent phone calls, awards, etc.

The teacher uses the evidence to conduct a self-assessment for current, typical performance for the evaluative cycle, based on the evidence, using Evidence Collection Form #3, attached.

This self-assessment is presented to the evaluator in a summative evaluation conference during which the evaluator either concurs with the evidence or corrects it.

Attachment 43 – Supplemental Information

(To be completed by the teacher and sent to evaluator 2 days prior to announced observation)

Step #1: The Lesson Plan: Documenting Domains 1 and 4

Domain 1: Planning and Preparation

1a What is the content of this lesson? What are the prerequisite skills, if any, that students will need to successfully engage in the content?

1b Describe the characteristics of your class, including the language, learning and behavioral needs for which you will make modifications when teaching this lesson.

1c What are the outcomes of this lesson? How are they connected to content standards? What will students learn during this lesson? How will you know they learned it?

1d What resources did you consider when planning this lesson? Which ones did you reject? Why? What resources will you use during this lesson? Why did you select them?

Attachment 43 – Supplemental Information

1e Briefly write the steps of the lesson in sequence, clearly showing how they move students to the desired outcomes. Include grouping of students and materials/resources.

1f Consider your responses to 1c, and describe how you will assess the outcomes of this lesson. Describe what success looks like, and what you will do tomorrow for students who were not successful.

Domain 4: Professional Responsibilities

Please use the area below to indicate any Domain 4 connections to this lesson. NOTE: It is not expected nor required that evidence for all Domain 4 components be provided. However, if this lesson has a specific Domain 4 connection(s), please note it in the correct space below

4a Reflecting on Teaching
Accuracy • Use in future teaching

4b *Maintaining Accurate Records*
Student completion of assignments • Student progress in learning • Noninstructional records

Attachment 43 – Supplemental Information

4c

Communicating with Families

Information about the instructional program • Information about individual students • Engagement of families in the instructional program

4d

Participating in a Professional Community

Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

4e

Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f

Showing Professionalism

Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

SAMPLE LESSON PLAN

Documenting Domains 1 and 4: The Lesson Plan with Responses

Domain 1: Planning and Preparation

1a What is the content of this lesson? What are the prerequisite skills, if any that students will need to successfully engage in the content?

"This is a unit on exploration. We have studied the explorers of the Middle Ages so far, and today students will be learning about what motivates exploration. Students need to have already learned about the explorers of the period, which they have done over the past two weeks."

1b Describe the characteristics of your class, including the language, learning and behavioral needs for which you will make modifications when teaching this lesson.

"This is a typical heterogeneous class of 7th graders. I have nearly twice as many boys as girls in this class and several poor readers. For this reason, I have balanced the cooperative learning groups by reading ability."

1c What are the outcomes of this lesson? How are they connected to content standards? What will students learn during this lesson? How will you know they learned it?

"Students will be able to articulate the various motivations for exploration in the Middle Ages and compare those to the motivations for space exploration in the modern era. I will know students met this objective when I review the two worksheets they will complete in class."

1d What resources did you consider when planning this lesson? Which ones did you reject? Why? What resources will you use during this lesson? Why did you select them?

"I considered showing students a video about explorers of the Middle Ages, but I reconsidered using this resource, given that we have studied this topic fairly extensively. I thought it would be more helpful for students to see a film clip of the Apollo 13 flight, to stimulate their thinking about contemporary exploration. I also considered bringing in actual artifacts, but the logistics of this were complicated, so I settled for pictures of them."

Attachment 43 – Supplemental Information

1e Briefly write the steps of the lesson in sequence, clearly showing how they move students to the desired outcomes. Include grouping of students and materials/resources.

1. View film clip/Apollo 13 and elicit motivations for space flight. Record these on board.
2. View, sketch artifacts. Read article, summarize, share w/group
3. Elicit motivations as indicated by artifacts, write on board
4. Compare lists of contemporary/Middle Ages motivations
5. Generalize

1f Consider your responses to 1c, and describe how you will assess the outcomes of this lesson. Describe what success looks like, and what you will do tomorrow for students who were not successful.

"I will collect the 2 worksheets from each student and mark them. A grade of 75% or better will equal success. For students who score below that, I will have my para-professional work with these students in a small group; I have a reading selection from a 5th grade Social Studies text that covers the desired information in a much simpler format, so students can read and discuss this with the para."

Domain 4: Professional Responsibilities

Please use the area below to indicate any Domain 4 connections to this lesson. NOTE: It is not expected nor required that evidence for all Domain 4 components be provided. However, if this lesson has a specific Domain 4 connection(s), please note it in the correct space below

4a Reflecting on Teaching
Accuracy • Use in future teaching

4b Maintaining Accurate Records
Student completion of assignments • Student progress in learning • Noninstructional records

Attachment 43 – Supplemental Information

4c Communicating with Families

Information about the instructional program • Information about individual students • Engagement of families in the instructional program

“I included a description of this unit , the key goals and some of the activities we will be doing, in the class newsletter for last month

4d Participating in a Professional Community

Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

“All the Social Studies teachers in my school meet regularly to plan various units cooperatively. Today’s lesson is part of that collaborative effort. ”

4e

Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f

Showing Professionalism

Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

Step 2: Evidence Collection: Formal or Announced Observation

To be completed by evaluator before, during and after and lesson

DOMAIN 1	DOMAIN 4
1a. Demonstrating Knowledge of Content and Pedagogy	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	4e. Growing and Developing Professionally
1f: Designing Student Assessments	4f: Showing Professionalism

Attachment 43 – Supplemental Information

2a. Creating a Climate of Respect and Rapport	3a. Communicating with Student
2b. Creating a Culture for Learning	3b. Using Questioning and Discussion Techniques
2c. Managing Classroom Procedures	3c. Engaging Students in Learning
2d. Managing Student Behavior	3d. Assessing Student Learning
2e. Organizing the Physical Space	3e. Demonstrating Flexibility and Responsiveness

Step 2: Evidence Collection Form #2: Informal/Unannounced/Walkthrough

To be completed by evaluator during unannounced observation of short duration

<p>Domain 1: Planning and Preparation Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design</p>	<p>Domain 2: Classroom Environment Respect/rapport, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism</p>	<p>Domain 3: Instruction Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness</p>

Something I Appreciated:

A Question I Have:

Name of Teacher:

Name of Observer/Date:

STEP #3: Teacher Self Assessment - Components of Professional Practice
 To be completed by teacher following the lesson and sent to evaluator prior to post-teaching conference
Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future

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	results of assessment have minimal impact on the design of future instruction.	class as a whole.	
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

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Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with

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	decisions that are self-serving, and/or do not comply with school/district regulations.	data, and/or minimal compliance with school/district regulations.	served, participation in team or departmental decision-making, and/or full compliance with regulations.	colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.
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SAMPLE

Teacher Self-Assessment of the Lesson Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future

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	have minimal impact on the design of future instruction.	class as a whole.	
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: <i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: <i>Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: <i>Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: <i>Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

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Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of

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	decisions that are self-serving, and/or do not comply with school/district regulations.	on limited data, and/or minimal compliance with school/district regulations.	served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance/all regs.
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Step 4: Evaluator Assessment Document

To be **PARITALLY** completed by evaluator **prior** to post-teaching conference (components of agreement only); remainder to be completed **WITH** teacher **during** the post-teaching conference (components of difference)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all

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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

	coherent structure. They are suitable for only some students.	significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing learning contains no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate to many students. Assessment results have minimal impact on future instruction.	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

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	the physical arrangement and the lesson activities.	technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	Teacher makes effective use of physical resources, including computer technology.	Technology is used skillfully, as appropriate to the lesson.
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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of

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	students experience difficulty, the teacher blames the students or their home environment.	limited repertoire of strategies to draw upon.		instructional strategies.
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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are	Teacher interactions are characterized by honest,	Teacher interactions are characterized by	Teacher displays the highest standards of

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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

	characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.
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Step 5: Summative Assessment - Evidence Collection Form #3

To be completed by the teacher using all collected evidence, and shared with evaluator who verifies or corrects.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>1a: Demonstrating knowledge of content and pedagogy</i></p>	<p>Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
<p><i>Evidence</i></p>				
<p><i>1b: Demonstrating knowledge of students</i></p>	<p>Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>
<p><i>Evidence</i></p>				
<p><i>1c: Setting instructional outcomes</i></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p><i>Evidence</i></p>				

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To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>Evidence</i>				
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>Evidence</i>				
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
<i>Evidence</i>				

Domain 2: The Classroom Environment

Attachment 43 – Supplemental Information

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties...	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Evidence</i>				

Attachment 43 – Supplemental Information

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence</i>				
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence</i>				

Attachment 43 – Supplemental Information

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				

Attachment 43 – Supplemental Information

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>Evidence</i>				
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
<i>Evidence</i>				

Attachment 43 – Supplemental Information

Domain Four: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of	Professional relationships are characterized by mutual support and cooperation; include active participation in	Professional relationships are characterized by mutual support, cooperation and initiative in assuming

Attachment 43 – Supplemental Information

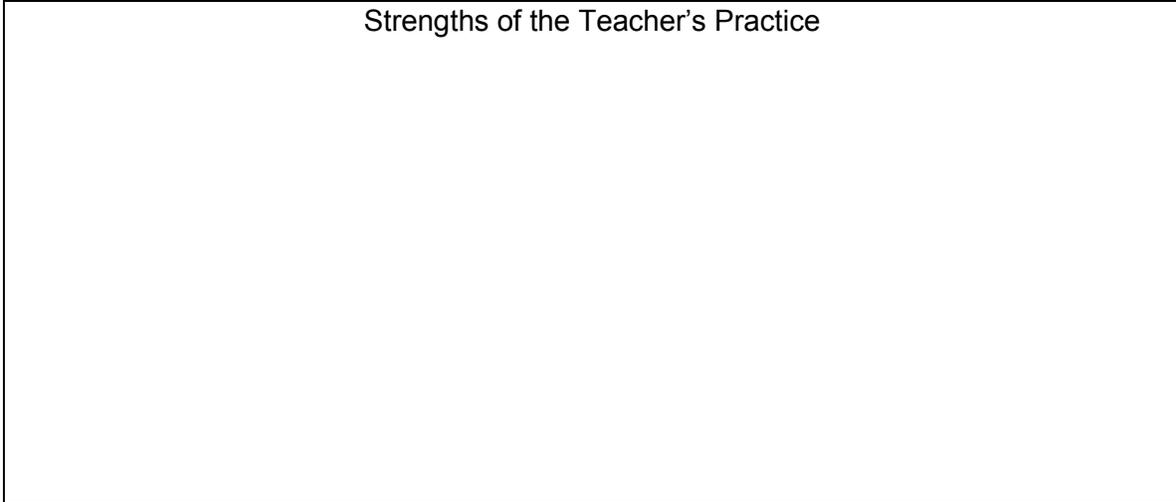
To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

	culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	inquiry, school events and/or school/district projects when asked.	a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions show the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.

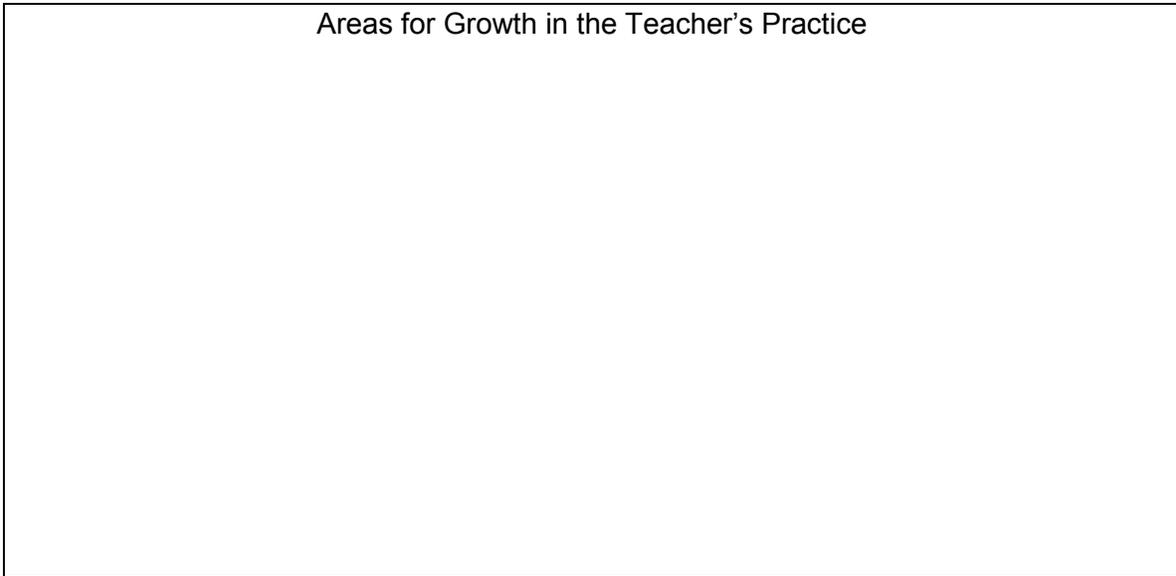
Attachment 43 – Supplemental Information

Name of Teacher _____ School

Strengths of the Teacher's Practice



Areas for Growth in the Teacher's Practice



We have conducted a conversation on the above items.

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Manhattan Charter School staff will implement a 3-Tier Response-to-Intervention model

	Steps	Description	Completed By	
Less Intensive	School Wide	High Quality Instruction	Highly qualified teaching staff provides rigorous instruction to all students in the general education class using research-based programs and best practices.	<ul style="list-style-type: none"> Teachers Assistants Coaches
		School Wide Assessment	Periodic school wide assessment facilitates early identification of students struggling to make appropriate academic progress, (Stanford 10, Terra Nova, NYS ELA & Math, BMAS, ECLAS).	<ul style="list-style-type: none"> Teachers Assistants Coaches
		Teacher Mentoring	Curriculum Coaches provide ongoing support and supervision of teaching staff to ensure optimal teaching practices are being maintained. Teachers will inform coaches of students who are in need of additional supports and services.	<ul style="list-style-type: none"> Teachers Assistants Coaches
Timeline: First 30 Days of School				
More Intensive	Tier 1	Student Profiles	Teachers and assistants will develop a ‘Tier 1: Student Profile,’ for students who are struggling to meet educational goals. Profiles will document student need and will be shared with Multi-Disciplinary Team members.	<ul style="list-style-type: none"> Teachers Coaches Assistants
		Multi-Disciplinary Student Support Team Meeting	Teachers, coaches, intervention specialists, and related service providers will analyze data and formulate targeted goals to address areas of student need. Teachers and assistants will be provided with intervention materials to supplement classroom instruction and address a student’s academic needs.	<ul style="list-style-type: none"> Teachers Coaches Int Spec RSP’s
		In-Class Intervention	Teachers and assistants will implement a range of strategies and accommodations to be implemented in the classroom. Documentation should reflect relative effectiveness of in-class interventions pertaining to student progress.	<ul style="list-style-type: none"> Teachers Assistants Coaches
Timeline: 30 Days				
	Tier 2	Academic Intervention Services (AIS)	If a student continues to fall behind peers despite attempted interventions, he/she may receive 3-5 periods of small group academic intervention in a separate location.	<ul style="list-style-type: none"> Intervention Specialists
	Tier 3	Referral to CSE	For students who do not respond to targeted interventions in Tiers 1 and 2, referral to the Committee on Special Education would be considered to determine eligibility for special services.	<ul style="list-style-type: none"> Parent Principal Special Ed Coordinator

Attachment 43 – Supplemental Information

Tier 1 Response to Instruction: Student Profile

Student Name:			
Grade:		Teacher:	
Date of Referral:			
Teacher Contents & Actions	Yes	No	Notes
Review of Child’s IEP			
Teacher Narrative of Student Need			
Student Observation Checklist			
T1 Classroom Intervention Checklist			
Stanford 10 Assessment			
Terra Nova Assessment			
BMAS Assessment			
ECLAS Assessment			
NYS ELA Assessment			
NYS Math Assessment			
PAT Assessment			
CAP Assessment			
QRI Assessment			
Other:			
Other:			

Attachment 43 – Supplemental Information

Student Interaction with Other Students in the Class (Check)

Easily Engaged		Cooperative		Hesitant	
Withdrawn		Aggressive		Takes Turns	
Participates in Group Play		Takes Turns		Shares	
Notes:					

Student Interaction with Teacher (Check)

Easily Engaged		Resistant		Withdrawn	
Non-Compliant		Hesitant		Amiable	
Notes:					

Response to Teacher Direction (Check)

Positive		Negative		Resistant	
Compliant		Multiple Prompts		Non-Compliant	
Notes:					

Response to Reinforcement (Check)

Praise		Affection		Rewards	
Choice Activity		Does Not Respond		Responds Negatively	
Notes:					

Distractibility (Check)

Not Easily Distracted		Sustains Focus		Attends to Teacher	
Easily Distracted		Visually Distracted		Auditorially Distracted	
Fidgets		Continual Movement		Fixed on Objects	
Notes:					

Attention Span (Check)

Short		Average		Long	
Notes:					

Language and Communication (Check)

Understands Directions		Needs Visual Cues			
Responds to Questions (Word)		Responds to Questions (Phrase)		Responds to Questions (Sent)	
Asks Questions (Simple)		Asks Questions (Via Gestures)		Asks Questions (Complete)	
Notes:					

GROSS MOTOR

- _____ Seems weaker than other children his/her age or lacks endurance
- _____ Difficulty hopping, jumping, skipping, or running compared w/ others his/her age
- _____ Appears stiff and awkward in his/her movements
- _____ Clumsy, bumps into others/objects, never quite sits in chair correctly
- _____ Does not seem to understand concepts such as right, left, front, or back

Attachment 43 – Supplemental Information

- _____ Decreased memory for movement sequences or following motor directions
- _____ Poor posture- Frequently leans against something, shoulders slump fwd
- _____ Moves impulsively

FINE MOTOR

- _____ Difficulty with drawing, coloring, tracing
- _____ Illegible handwriting
- _____ Difficulty using both hands to manipulate supplies or cut
- _____ Avoids fine motor activities
- _____ Problems holding pencil, grasp may be very loose or very tight
- _____ Printing is too dark, light, or small
- _____ Does not seem to have a dominant hand
- _____ Difficulty crossing midline of body (shifts body, switches hands, poor tracking)

SELF HELP

- _____ Messy when eating
- _____ Poor personal hygiene (runny nose, dirty hands)
- _____ Difficulty managing clothing
- _____ Difficulty in finding way to variety of locations

TACTILE SENSATION

- _____ Withdraws from touch
- _____ Touches everything
- _____ Seems to chew on clothing or objects
- _____ Avoids being close to others (doesn't like being hugged)

AUDITORY PERCEPTION

- _____ Has difficulty pronouncing words
- _____ Does not appear to understand other people
- _____ Tends to talk to himself/herself, or makes noises
- _____ Sensitive to noise (background, loud music, bells, environmental sounds)

VISUAL PERCEPTION

- _____ Difficulty in discriminating shapes, letters, or numbers
- _____ Difficulty organizing letters and numbers on page
- _____ Difficulty copying designs, letters or numbers
- _____ Difficulty tracking (reading in a book, copying off chalkboard, looking at teacher)
- _____ Easily visually distracted

EMOTIONAL

- _____ Does not care to have routine changed
- _____ Is easily frustrated
- _____ Cannot get along with others
- _____ Deals better with a small group situation or one-on-one
- _____ Frequently involves self in others activities
- _____ Seems to be preoccupied or distracted by issues not related to task at hand

Attachment 43 – Supplemental Information

Tier 1: Response to Instruction
Classroom Intervention Checklist

ENVIRONMENTAL ACCOMMODATIONS/MODIFICATIONS	RESULT
<ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating • <input type="checkbox"/> to reduce distractions • <input type="checkbox"/> to increase proximity to instruction • <input type="checkbox"/> by seating student next to peer role models • <input type="checkbox"/> by moving student to an isolated workplace 	
<input type="checkbox"/> Clearly outlined, specific, and posted rules and consequences	
<input type="checkbox"/> Reduce distracting stimuli in classroom	
<input type="checkbox"/> Modify desk arrangements (i.e., cluster, horseshoe, circle, etc.)	
<input type="checkbox"/> Increase structure and plan students for transitions	
<input type="checkbox"/> Designate physical boundaries with masking tape	
<input type="checkbox"/> Change work groups	
<input type="checkbox"/> Use visual schedules of daily activities	
<input type="checkbox"/> Provide opportunities for movement	
<input type="checkbox"/> Other	
INSTRUCTIONAL ACCOMMODATIONS/MODIFICATIONS	RESULT
<input type="checkbox"/> Post graphics, charts, and visual aids in classroom	
<input type="checkbox"/> Individual assistance with assignments	
<input type="checkbox"/> Shorten assignments (math, spelling, etc.)	
<input type="checkbox"/> Break down large projects into steps (Task Analysis)	
<input type="checkbox"/> Give more time to complete assignments	
<input type="checkbox"/> Provide cooperative learning experiences	
<input type="checkbox"/> Use visual directions or demonstration instead of verbal directions	
<input type="checkbox"/> Provide directions in both verbal and written form	
<input type="checkbox"/> Provide concise, specific verbal directions	
<input type="checkbox"/> Ensure comprehension by having student restate directions	
<input type="checkbox"/> Provide outlines for content materials	
<input type="checkbox"/> Provide a copy of notes from teacher or peers	
<input type="checkbox"/> Provide highlighted texts	
<input type="checkbox"/> Provide study guides or focused materials	
<input type="checkbox"/> Utilize graphic organizers in teaching reading, writing, or math	
<input type="checkbox"/> Adjust the reading level of the assignment	
<input type="checkbox"/> Provide one-on-one support during work time	
<input type="checkbox"/> Provide an academic peer buddy	
<input type="checkbox"/> Consistently follow a specific routine	
<input type="checkbox"/>	
<input type="checkbox"/>	

Attachment 43 – Supplemental Information

CURRICULAR ACCOMMODATIONS/MODIFICATIONS	RESULT
<input type="checkbox"/> Use tiered assignments to address individual skill levels	
<input type="checkbox"/> Use tiered instruction procedures to teach to low/high skill levels	
<input type="checkbox"/> Modify curriculum to remediate math skills	
<input type="checkbox"/> Modify curriculum to remediate reading skills	
<input type="checkbox"/> Modify curriculum to remediate writing skills	
<input type="checkbox"/> Alternative tests (oral, presentation, project, etc.)	
<input type="checkbox"/> Test recognition instead of recall (M.C. instead of fill in the blank)	
<input type="checkbox"/> Extend time to complete tests or quizzes	
<input type="checkbox"/> Highlight information to be learned	
<input type="checkbox"/> Paraphrase information	
<input type="checkbox"/> Alert student's attention before expressing key points	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
BEHAVIORAL ACCOMMODATIONS	RESULT
<input type="checkbox"/> Praise appropriate behavior	
<input type="checkbox"/> Ignore inappropriate behavior	
<input type="checkbox"/> Use nonverbal signals or cues to point out inappropriate behavior	
<input type="checkbox"/> Use broken record (state expectation calmly and repeatedly)	
<input type="checkbox"/> Use proximity control	
<input type="checkbox"/> Hold open classroom meetings	
<input type="checkbox"/> Use good citizen charts	
<input type="checkbox"/> Develop individual behavior goals and plans	
<input type="checkbox"/> Use contracting to modify behavior	
<input type="checkbox"/> Use reward systems	
<input type="checkbox"/> Use time out procedures	

Attachment 43 – Supplemental Information

<input type="checkbox"/> Allow student to elect for time away to manage strong emotions	
<input type="checkbox"/> Use loss of privileges	
<input type="checkbox"/> Develop group contingencies for appropriate behavior	
<input type="checkbox"/> Teach the student to self-monitor his/her behavior	
<input type="checkbox"/> Use peer reinforcement	
<input type="checkbox"/> Use daily home-school communication	
<input type="checkbox"/> Use companion program/ buddy system	
<input type="checkbox"/> Use contingency-based behavioral programs	
<input type="checkbox"/> Use performance monitoring sheet (i.e., yes/no sheet, point sheet)	
<input type="checkbox"/> Provide positive behavioral alternatives/choices	
<input type="checkbox"/> Use visual cues/prompts to redirect behavior	
<input type="checkbox"/> Use visual behavior charts that give immediate feedback	
<input type="checkbox"/> Give opportunities for positive influence (water plants, clean board)	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

5. Describe other interventions attempted:

Signature _____ Date _____

Attachment 43 – Supplemental Information
 Tier 1 Response to Instruction: MDSST Meeting Notes

Student Name:	
Grade:	Teacher:
Date of Referral:	Date of Meeting:

Persons Involved	
Name	Role

Goal	Completed By	Due Date

Notes:

February 22, 2011

VIA ELECTRONIC AND FIRST CLASS MAIL

Mr. Paul O'Neill

██████████
New York, NY 10002

Re: Manhattan Charter School

Dear Mr. O'Neill:

The Charter Schools Institute, on behalf of the Board of Trustees of the State University of New York, is pleased to acknowledge the receipt of your proposal to establish the Manhattan Charter School II. We appreciate the time and effort required to complete a new charter school proposal and look forward to reviewing your submission.

As detailed in SUNY's Request for Proposals, the Institute's new school proposal review process is intentionally rigorous, fulfilling our commitment to recommend for approval only those proposals with the highest likelihood of success. There are multiple, progressive, levels of review. If at any point your proposal is deemed insufficient to move forward to the next level of review, Institute staff will inform you of that decision and discuss available options.

1. Institute staff will first conduct an initial review of your proposal for completeness and minimum eligibility. For those proposals meeting general eligibility requirements, Institute staff will conduct a comprehensive academic, legal and fiscal review.

At the Institute's discretion proposals may also be reviewed by an external panel of education experts from across the country. Note that proposals that are replications of existing SUNY authorized schools and/or re-submissions from a previous application cycle(s) may be exempted from this phase.

2. For proposals deemed strong enough to move on in the review process, an interview by Institute staff (and possibly a member of an external review panel) of members of the proposed school's founding group takes place, which should include the applicant(s), proposed school trustees and other members who can speak knowledgeably about the proposed academic program, organizational capacity, budget and governance.

These interviews will be scheduled in two-hour increments between the hours of 8:30 a.m. and 6:00 p.m., and will take place during the week of April 18th -22nd. The Institute will conduct interviews in one of two places depending on your geographic location:

Location of Proposed Charter School	Location of Interview <i>Times and Room Numbers to be Determined</i>
New York City and vicinity	SUNY College of Optometry, 33 W. 42 nd St., NY, NY 10036
Outside New York City	Charter Schools Institute, 41 State St., 7 th fl., Albany, NY 12207

If you and your team are selected for an interview, you will be contacted by either Sean Fitzsimons, a Program Analyst at the Institute, or Mari Hollingsworth, a member of our support staff, to make final arrangements. **Please hold these dates on your calendar and be sure to forward the dates to the key members of your team should your proposal advance in the review process.** Note too that if the proposal indicates that the school would use the services of a charter management organization and/or partner with another outside institution, the Institute may require that representatives from the CMO and/or partner organization participate in a due diligence interview that would likely occur in early to mid May.

After completing a comprehensive review of the proposal—taking into consideration insights from an external evaluator reviews as well as applicant interviews—Institute staff will determine whether the proposal is sufficiently strong and whether it should continue to move forward in the Institute’s review process. If the Institute does decide to move your proposal forward, you may receive a letter indicating such, along with a document called a “Request for Amendment” (RFA). Institute staff may use this and further RFAs to request additional clarification or refinement in specific areas of the proposal. Please be aware that the timeframe for responding to a RFA is typically about one week to ten days. The timeframe is predicated on both meeting legal requirements and the calendar of the State University Trustees. However, we will attempt to give you as much lead time as possible within these constraints.

Applicants successfully completing the RFA phase will be contacted to arrange an interview in late May with a member or members of the State University Trustees’ Education, College Readiness, and Success Committee (the “Committee”); the final step in the Institute’s review process. Committee members will have the opportunity ask questions of the applicant and proposed school trustees related to various aspects of the proposal. Shortly after this interview, the Institute will notify respective applicants regarding whether or not the Institute will recommend their proposal for approval. The Committee, and thereafter the full SUNY Board of Trustees, is tentatively scheduled to act on the Institute’s recommendations from the January 2011 RFP in June.

Again, know that we truly recognize the hard work involved in developing a proposal for a public charter school and appreciate your decision to submit your proposal for consideration to the State University of New York. Should you have any questions or comments regarding the review process, please do not hesitate to contact Sean Fitzsimons, Institute Program Analyst (sean.fitzsimons@suny.edu).

Sincerely,

Jason L. Sarfield
Director of School Applications

Enclosure

Tools for Teacher Evaluation

The Process

Step 1: The Lesson Plan

For announced/formal observations, the teacher completes the ***lesson plan document***, attached, (electronically, preferably) and sends it to evaluator two days prior to announced visit.

Evaluator reads the plan, provides feedback to the teacher, (electronically, preferably) and asks any clarifying questions as necessary.

This plan becomes evidence for Domain 1.

Step 2: Evidence Collection

Evaluator conducts observation of practice, collecting evidence using the appropriate attached document:

- ***Evidence Collection Form #1:*** Formal/Announced Observation
- ***Evidence Collection Form #2:*** Informal/Unannounced/Walk-Through Observation

Evaluator shares a copy of the evidence with the teacher, who may add to it, or correct it, as necessary.

Step 3: Teacher Reflection and Self-Assessment

The teacher conducts a self-assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance on the attached ***Framework for Teaching rubrics***.

The teacher sends the self-assessment to the evaluator within two days of the observation.

The evaluator studies the teacher self-assessment, and marks on the evaluator rubric (attached) the “components of agreement”, that is, those components where the teacher’s self-assessment of the lesson matches with the evaluator’s assessment of that component.

The evaluator **DOES NOT MARK** the components where the teacher’s thinking and the evaluator’s thinking do not match. These will be discussed and completed in Step 4.

Step 4: Collaborative Assessment

The teacher and evaluator meet for the post-teaching conference in which they discuss the “components of difference”, that is, those components where the teacher’s self assessment of the lesson is different from the evaluator’s thinking.

The teacher takes the lead in discussing the evidence and his/her reasons for assessing the component as s/he did. The evaluator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the evaluator’s assessment form.

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In the event that the evaluator and teacher cannot come to agreement, the evaluator's assessment will be recorded, following whatever due-process agreements are contractually in place.

Step 5: Summative Assessment

At the end of the evaluative cycle, the teacher is invited to review the evidence accumulated throughout the cycle, including:

- Formal observations/evaluations
- Informal observations/evaluations
- Walk-through observations
- Artifacts
- Related data: test scores, absentee records, etc.
- Ancillary evidence as permitted by contract: parent phone calls, awards, etc.

The teacher uses the evidence to conduct a self-assessment for current, typical performance for the evaluative cycle, based on the evidence, using Evidence Collection Form #3, attached.

This self-assessment is presented to the evaluator in a summative evaluation conference during which the evaluator either concurs with the evidence or corrects it.

Attachment 43 – Teacher Evaluation Tool

(To be completed by the teacher and sent to evaluator 2 days prior to announced observation)

Step #1: The Lesson Plan: Documenting Domains 1 and 4

Domain 1: Planning and Preparation

1a What is the content of this lesson? What are the prerequisite skills, if any, that students will need to successfully engage in the content?

1b Describe the characteristics of your class, including the language, learning and behavioral needs for which you will make modifications when teaching this lesson.

1c What are the outcomes of this lesson? How are they connected to content standards? What will students learn during this lesson? How will you know they learned it?

1d What resources did you consider when planning this lesson? Which ones did you reject? Why? What resources will you use during this lesson? Why did you select them?

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1e Briefly write the steps of the lesson in sequence, clearly showing how they move students to the desired outcomes. Include grouping of students and materials/resources.

1f Consider your responses to 1c, and describe how you will assess the outcomes of this lesson. Describe what success looks like, and what you will do tomorrow for students who were not successful.

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Domain 4: Professional Responsibilities

Please use the area below to indicate any Domain 4 connections to this lesson. NOTE: It is not expected nor required that evidence for all Domain 4 components be provided. However, if this lesson has a specific Domain 4 connection(s), please note it in the correct space below

4a **Reflecting on Teaching**
Accuracy • Use in future teaching

4b **Maintaining Accurate Records**
Student completion of assignments • Student progress in learning • Noninstructional records

4c **Communicating with Families**
Information about the instructional program • Information about individual students • Engagement of families in the instructional program

4d **Participating in a Professional Community**
Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

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4e

Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f

Showing Professionalism

Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

SAMPLE LESSON PLAN

Documenting Domains 1 and 4: The Lesson Plan with Responses

Domain 1: Planning and Preparation

1a What is the content of this lesson? What are the prerequisite skills, if any that students will need to successfully engage in the content?

"This is a unit on exploration. We have studied the explorers of the Middle Ages so far, and today students will be learning about what motivates exploration. Students need to have already learned about the explorers of the period, which they have done over the past two weeks."

1b Describe the characteristics of your class, including the language, learning and behavioral needs for which you will make modifications when teaching this lesson.

"This is a typical heterogeneous class of 7th graders. I have nearly twice as many boys as girls in this class and several poor readers. For this reason, I have balanced the cooperative learning groups by reading ability."

1c What are the outcomes of this lesson? How are they connected to content standards? What will students learn during this lesson? How will you know they learned it?

"Students will be able to articulate the various motivations for exploration in the Middle Ages and compare those to the motivations for space exploration in the modern era. I will know students met this objective when I review the two worksheets they will complete in class."

1d What resources did you consider when planning this lesson? Which ones did you reject? Why? What resources will you use during this lesson? Why did you select them?

"I considered showing students a video about explorers of the Middle Ages, but I reconsidered using this resource, given that we have studied this topic fairly extensively. I thought it would be more helpful for students to see a film clip of the Apollo 13 flight, to stimulate their thinking about contemporary exploration. I also considered bringing in actual artifacts, but the logistics of this were complicated, so I settled for pictures of them."

Attachment 43 – Supplemental Information

1e Briefly write the steps of the lesson in sequence, clearly showing how they move students to the desired outcomes. Include grouping of students and materials/resources.

1. View film clip/Apollo 13 and elicit motivations for space flight. Record these on board.
2. View, sketch artifacts. Read article, summarize, share w/group
3. Elicit motivations as indicated by artifacts, write on board
4. Compare lists of contemporary/Middle Ages motivations
5. Generalize

1f Consider your responses to 1c, and describe how you will assess the outcomes of this lesson. Describe what success looks like, and what you will do tomorrow for students who were not successful.

"I will collect the 2 worksheets from each student and mark them. A grade of 75% or better will equal success. For students who score below that, I will have my para-professional work with these students in a small group; I have a reading selection from a 5th grade Social Studies text that covers the desired information in a much simpler format, so students can read and discuss this with the para."

Attachment 43 – Supplemental Information

Domain 4: Professional Responsibilities

Please use the area below to indicate any Domain 4 connections to this lesson. NOTE: It is not expected nor required that evidence for all Domain 4 components be provided. However, if this lesson has a specific Domain 4 connection(s), please note it in the correct space below

4a Reflecting on Teaching

Accuracy • Use in future teaching

4b Maintaining Accurate Records

Student completion of assignments • Student progress in learning • Noninstructional records

4c Communicating with Families

Information about the instructional program • Information about individual students • Engagement of families in the instructional program

"I included a description of this unit , the key goals and some of the activities we will be doing, in the class newsletter for last month

4d Participating in a Professional Community

Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

"All the Social Studies teachers in my school meet regularly to plan various units cooperatively. Today's lesson is part of that collaborative effort. "

4e

Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

Attachment 43 – Supplemental Information

4f

Showing Professionalism

Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

Attachment 43 – Teacher Evaluation Tool

Step 2: Evidence Collection: Formal or Announced Observation

To be completed by evaluator before, during and after and lesson

DOMAIN 1	DOMAIN 4
1a. Demonstrating Knowledge of Content and Pedagogy	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	4b. Maintaining Accurate Records
1c. Selecting Instructional Outcomes	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	4e. Growing and Developing Professionally
1f: Designing Student Assessments	4f: Showing Professionalism

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2a. Creating a Climate of Respect and Rapport	3a. Communicating with Student
2b. Creating a Culture for Learning	3b. Using Questioning and Discussion Techniques
2c. Managing Classroom Procedures	3c. Engaging Students in Learning
2d. Managing Student Behavior	3d. Assessing Student Learning
2e. Organizing the Physical Space	3e. Demonstrating Flexibility and Responsiveness

Step 2: Evidence Collection Form #2: Informal/Unannounced/Walkthrough

To be completed by evaluator during unannounced observation of short duration

<p>Domain 1: Planning and Preparation Knowledge of Content, Knowledge of Students, Instructional Outcomes, Resources, Coherent Instruction, Assessment Design</p>	<p>Domain 2: Classroom Environment Respect/rapproch, Culture for Learning, Management of Procedures, Management of Student Behavior, Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities Reflection, Record-keeping, Communicating w/families, Participating in Learning Community, Growing Professionally, Professionalism</p>	<p>Domain 3: Instruction Communicating w/Students, Questioning/discussion, Engagement, Assessment during Teaching, Flexibility/responsiveness</p>

Something I Appreciated:

A Question I Have:

Name of Teacher:

Name of Observer/Date:

Attachment 43 – Teacher Evaluation Tool

STEP #3: Teacher Self Assessment - Components of Professional Practice

To be completed by teacher following the lesson and sent to evaluator prior to post-teaching conference

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

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Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

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<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

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Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/respons to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

SAMPLE

Teacher Self-Assessment of the Lesson Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
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<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

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<p><i>3b: Using questioning and discussion techniques</i></p>	<p>Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>3c: Engaging students in learning</i></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>3d: Using Assessment in Instruction</i></p>	<p>Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

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Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance/all regs.

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Step 4: Evaluator Assessment Document

To be **PARITALLY** completed by evaluator **prior** to post-teaching conference (components of agreement only); remainder to be completed **WITH** teacher **during** the post-teaching conference (components of difference)

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher’s plan for assessing learning contains no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate to many students. Assessment results have minimal impact on future instruction.	Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

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To be **PARTIALLY COMPLETED** by evaluator prior to post-observation conference. **ONLY THE COMPONENTS OF AGREEMENT** should be completed by the evaluator prior to the post.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

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Step 5: Summative Assessment - Evidence Collection Form #3

To be completed by the teacher using all collected evidence, and shared with evaluator who verifies or corrects.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				
<i>1d: Demonstrating knowledge of</i>	Teacher demonstrates little or no familiarity with resources to enhance own	Teacher demonstrates some familiarity with resources available through the school or	Teacher is fully aware of the resources available through the school or district to enhance	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the

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To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

<i>resources</i>	knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	own knowledge, to use in teaching, or for students who need them.	community to enhance own knowledge, to use in teaching, and for students who need them.
<i>Evidence</i>				
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>Evidence</i>				
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
<i>Evidence</i>				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility

Attachment 43 – Teacher Evaluation Tool

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

	backgrounds, and characterized by sarcasm, put-downs, or conflict.	displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	developmental differences among groups of students.	among members of the class.
<i>Evidence</i>				
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties...	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Evidence</i>				

Attachment 43 – Teacher Evaluation Tool

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<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence</i>				
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence</i>				

Attachment 43 – Teacher Evaluation Tool

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				
<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				

Attachment 43 – Teacher Evaluation Tool

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

<p><i>3d: Using Assessment in Instruction</i></p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<i>Evidence</i>				
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<i>Evidence</i>				

Attachment 43 – Teacher Evaluation Tool

Domain Four: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher’s reflection does not accurately assess the lesson’s effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher’s reflection is a generally accurate impression of a lesson’s effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher’s reflection accurately assesses the lesson’s effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher’s reflection accurately, thoughtfully assesses the lesson’s effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/respons to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.

Attachment 43 – Teacher Evaluation Tool

To be completed by teacher based on all evidence collected during evaluative cycle and shared with evaluator prior to summative evaluation conference.

4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions show the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.

Attachment 43 – Teacher Evaluation Tool

Name of Teacher _____ School _____

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

We have conducted a conversation on the above items.

Teacher's signature: _____ Date:

Administrator's signature: _____ Date:



VANDERBILT ASSESSMENT of LEADERSHIP in EDUCATION™

Survey ID:	1141551	Date of Report:	December 08, 2008
School District:	Field Test District	Date of Evaluation:	N/A
School:	Field Test School	VAL-ED Form:	A

Introduction of the Report

The Vanderbilt Assessment of Leadership in Education or VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. A comprehensive picture of the principal has emerged and is reported with input from teachers, the principal's supervisor and his or her own self-report.

The VAL-ED focuses on leadership behaviors defined by six core components and six key processes known to influence student achievement:

Core Components

- High Standards for Student Learning
- Rigorous Curriculum
- Quality Instruction
- Culture of Learning & Professional Behavior
- Connections to External Communities
- Performance Accountability

Key Processes

- Planning
- Implementing
- Supporting
- Advocating
- Communicating
- Monitoring

Respondents to the VAL-ED were asked: How effective the principal is at ensuring the school carries out specific actions that affect core components of learning-centered leadership. The effectiveness ratings, based on evidence, range from 1 (ineffective) to 5 (outstandingly effective) for each of 72 leadership behaviors.

This VAL-ED report addresses the questions of:

- (1) who responded?
- (2) what evidence was used to evaluate the principal?
- (3) what do the results say about the principal's current leadership behaviors?

The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strength and possible areas for improvement. A leadership development plan can be developed based on these results.

The VAL-ED provides technically sound scores when used as designed, however, it is recommended that it be used along with other information when making important evaluative decisions.

For more information about the VAL-ED, please visit our website: <http://www.valed.com>.

Attachment 43- Principal Evaluation Tool

	Possible Respondents	Actual Respondents	Percent (%) Responding
Principal	1	1	100 %
Teachers	22	22	100 %
Supervisor	1	1	100 %

A response rate of greater than or equal to 75% is high, 50% to 74% is moderate, and below 50% is low. When response rates are low, resulting scores should be interpreted with caution.

Sources of Evidence

Ratings of a principal's behaviors should be based on evidence that is recent, relevant and representative. Evidence comes in many forms (e.g., observations of behavior, review of documents that record leadership actions and communications with people who have directly observed the principal's behavior). After reflecting on a sample of evidence, respondents effectiveness ratings of leadership behaviors are behaviorally-anchored and more accurate. The graphs below summarize each type of evidence used as a basis for effectiveness ratings of the leadership behaviors. The bars display the sources of evidence for each item used by the principal, all teacher and supervisor respondents in the school. Percentages are based on number of items for which a source of evidence was checked; these percentages need not sum to 100 across sources.

Evidence Sources Used by Principal

Reports from Others		12.50%
Personal Observations		70.83%
School Documents		84.72%
School Projects or Activities		12.50%
Other Sources		31.94%

Evidence Sources Used by Teachers

Reports from Others		14.71%
Personal Observations		65.78%
School Documents		43.81%
School Projects or Activities		16.67%
Other Sources		11.99%
No Evidence		5.11%

Evidence Sources Used by Supervisor

Reports from Others		47.22%
Personal Observations		43.06%
School Documents		72.22%
School Projects or Activities		37.50%
Other Sources		2.78%
No Evidence		16.67%

Attachment 43- Principal Evaluation Tool

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a **percentile rank**. The results are also interpreted against a set of performance standards ranging from **Below Basic** to **Distinguished**. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

Below Basic	Basic	Proficient	Distinguished
A leader at the <u>below basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.	A leader at the <u>basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.	A <u>proficient</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.	A <u>distinguished</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.

Overview of Assessment Results

The Principal's Overall Total Effectiveness score based on the averaged ratings of all respondents is 3.47. Remember, this score is based on a 5-point effectiveness scale where 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The Performance Level and national Percentile Rank for this score are documented in the table below.

Overall Effectiveness Score		
Mean Score	Performance Level	Percentile Rank
3.47	Basic	31.9
The standard error of measurement is .05		

Summary of Core Components Scores				Summary of Key Processes Scores			
	Mean	Performance Level	Percentile Rank		Mean	Performance Level	Percentile Rank
High Standards for Student Learning	3.53	Basic	34.6	Planning	3.47	Basic	37.8
Rigorous Curriculum	3.53	Basic	44.2	Implementing	3.35	Basic	20.9
Quality Instruction	3.69	Proficient	50.6	Supporting	3.64	Proficient	38.7
Culture of Learning & Professional Behavior	3.48	Basic	22.8	Advocating	3.42	Basic	36.0
Connections to External Communities	3.04	Below Basic	15.9	Communicating	3.49	Basic	33.3
Performance Accountability	3.40	Basic	41.0	Monitoring	3.45	Basic	37.8

An examination of the principal's Core Components mean item ratings ranged from a low of 3.04 for Connections to External Communities to a high of 3.69 for Quality Instruction. Similarly the principal's Key Processes mean item ratings indicate they ranged from a low of 3.35 for Implementing to a high of 3.64 for Supporting.

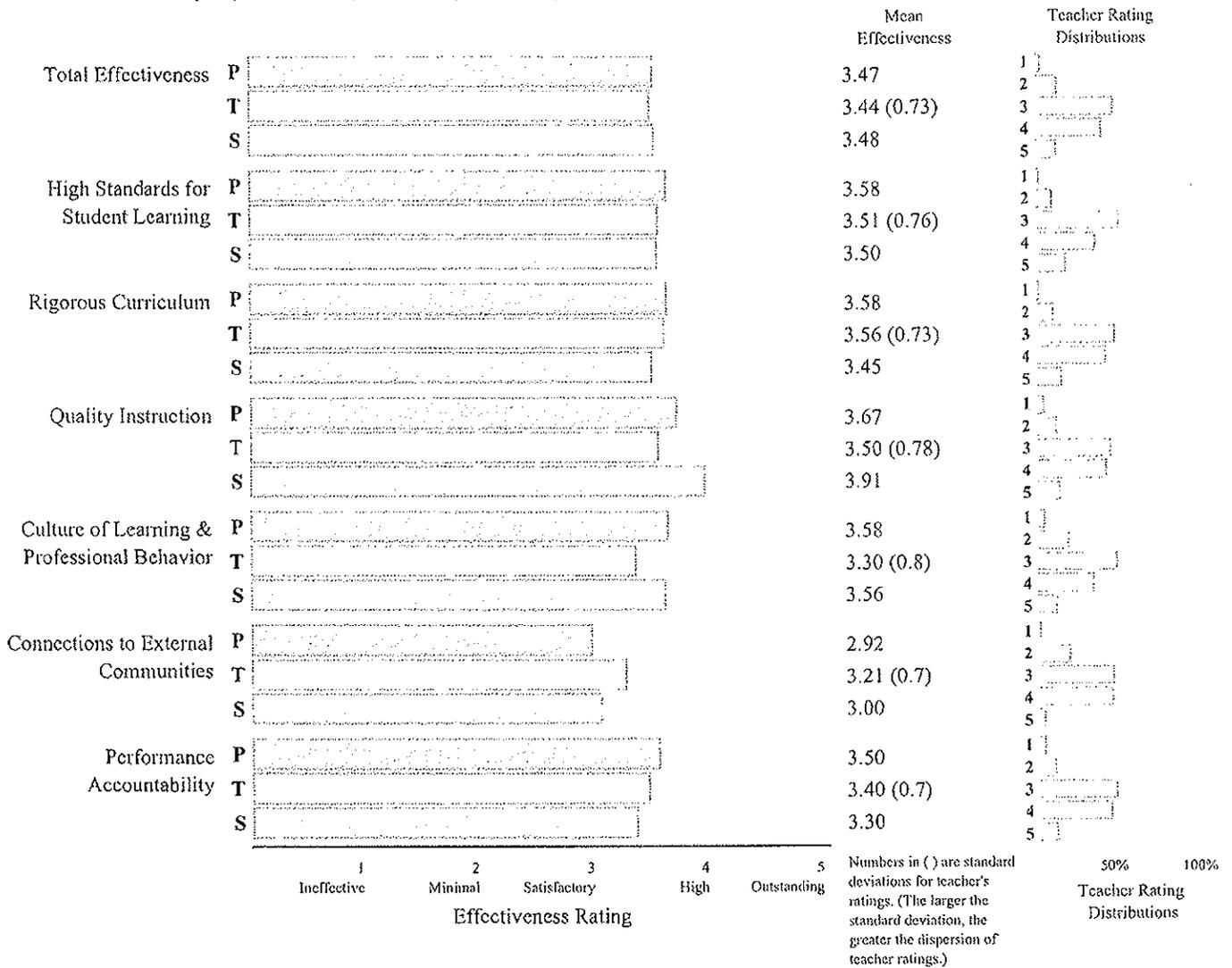
Attachment 43- Principal Evaluation Tool

The principal's relative strengths and areas for development can be determined by comparing scores for each of the 6 Core Components and 6 Key Processes across different respondent groups. The next two graphs present an integrated visual summary of the results. They show the **Mean Effectiveness** associated with each Core Component and Key Process.

First, examine the profiles as recorded by each of the three respondent groups. These scores can be interpreted by

- (a) Comparisons among Core Components and Key Processes
- (b) Examination of scores among respondent groups
- (c) Comparisons to the mean effectiveness scale
- (d) Distribution of ratings among teachers

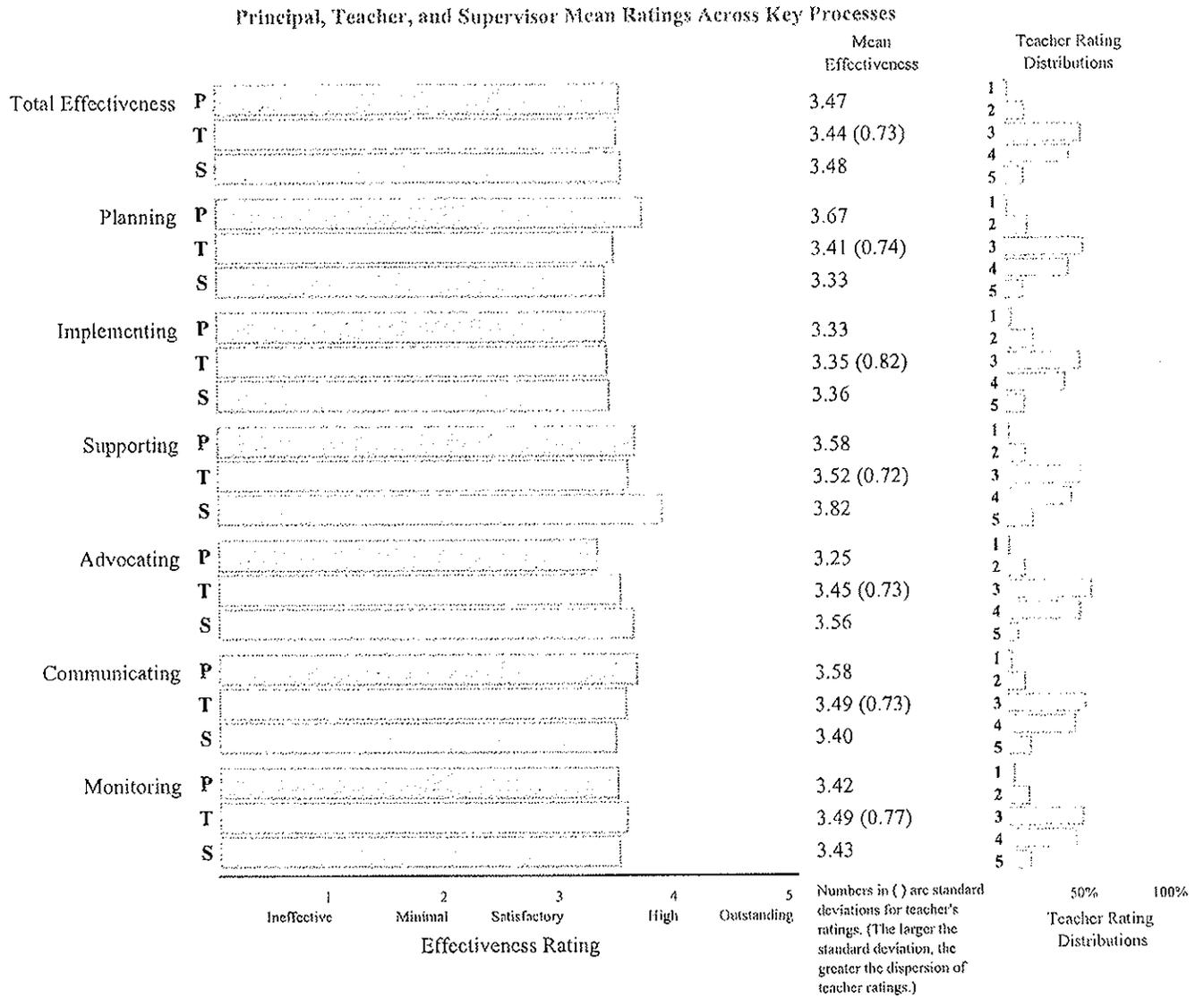
Principal (P), Teacher (T), and Supervisor (S) Mean Effectiveness Ratings Across Core Components



For each of the six Core Components in the graph, examine the effectiveness ratings. The ratings for a core component are based on twelve items. The higher the ratings, the more effective the leadership behaviors of the principal. When there are large differences between respondent groups, the focus should be on the results for each respondent group rather than the overall effectiveness score.

Attachment 43- Principal Evaluation Tool

The ratings of the six Key Processes are based on 12 items that focus on a given Key Process. Again, the higher the score, the more effective the leadership behaviors of the principal. For more details about the technical aspects of the VAL-ED scores and tips on interpreting scores, visit the VAL-ED website <http://www.valed.com>.



Attachment 43- Principal Evaluation Tool

The matrix below provides an integrated summary of the principal's relative strengths and areas for growth based on the mean item scores for the intersection of Core Components by Key Processes across the three respondent groups.

- Cells that are green represent areas of behavior that are 'proficient' or 'distinguished' (**P**).
- Cells that are yellow represent areas of behavior that are 'basic' (**B**).
- Cells that are red represent areas of behavior that are 'below basic' (**BB**).

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	B	BB	P	BB	P	B
Rigorous Curriculum	B	BB	P	P	BB	B
Quality Instruction	B	P	P	B	P	P
Culture of Learning & Professional Behavior	P	B	B	P	B	BB
Connections to External Communities	BB	BB	BB	BB	BB	BB
Performance Accountability	B	BB	P	BB	B	B

Leadership Behaviors for Possible Improvement

The leadership behaviors listed in each cluster on the following pages are representative of the lowest rated core component by key process areas of behavior. If fewer than six core component by key process areas of behavior are listed, that is because the principal had fewer than six that were below distinguished. If no behavior clusters are provided it indicates the principal's current learning-centered leadership behaviors are considered acceptable.

The behaviors on each page that are **boldface** type are those that were actually assessed in the evaluation. The other behaviors represent the entire pool of VAL-ED behaviors for each core component by key process. All of these behaviors are relevant targets for improvement.

For a list of all the leadership behaviors associated with each core component area, consult the VAL-ED Users' Guide.

Attachment 43- Principal Evaluation Tool

Connections to External Communities X Advocating

Connections to External Communities X Advocating

- Advocates for social services needed by students and families.
- Advocates for students in need of special services with the external community.
- **Challenges teachers to work with community agencies to support students with low achievement.**
- Challenges barriers from outside the school that can inhibit learning
- Advocates to district decision makers to promote the needs of all students.
- **Promotes mechanisms for reaching families who are least comfortable at school.**

Culture of Learning & Professional Behavior X Monitoring

- Evaluates teachers' behaviors when monitoring the culture of learning.
- Evaluates students' behaviors when monitoring the learning environment.
- Monitors the school culture.
- **Monitors the participation of every student in social and academic activities.**
- **Assesses the culture of the school from students' perspectives.**
- Analyzes data regarding a safe and orderly school environment.

Performance Accountability X Implementing

- Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
- Implements programs and practices that hold the school accountable to families for the learning of their children.
- Builds behavioral and academic accountability measures with input from faculty.
- Implements practices that hold leaders accountable for student learning.
- **Implements social and academic accountability equitably for all students.**
- **Uses faculty input to create methods to hold faculty accountable.**

Connections to External Communities X Implementing

- **Builds business partnerships to support social and academic learning.**
- Implements programs to involve families in the educational mission.
- **Implements programs to help address community needs.**
- Builds a positive, open relationship with the community.
- Coordinates access to social service agencies to support students.
- Implements programs to help parents assist their children to be successful in school.

Connections to External Communities X Supporting

- Supports teachers to work with community agencies on behalf of students.
- **Secures additional resources through partnering with external agencies to enhance teaching and learning.**
- Secures technology from the district and/or the community to enhance teaching and learning.
- Secures resources to support school-community relationships.
- **Allocates resources that build family and community partnerships to advance student learning.**
- Motivates teachers to be responsive to all families.

Connections to External Communities X Planning

- Plans family education programs consistent with instructional goals.
- Plans for the use of external community resources to promote academic and social learning goals.
- **Develops a plan for community outreach programs consistent with instructional goals.**
- Plans activities with volunteers to advance social and academic goals.
- Plans activities to engage families in student learning.
- **Develops a plan for school/community relations that revolves around the academic mission.**



About the VAL-ED

The Vanderbilt Assessment of Leadership in Education (VAL-ED) is conceptually and theoretically grounded and its resulting scores are reliable and valid for purposes of evaluating learning-centered leadership.

The VAL-ED uses 360 degree feedback from teachers, principals, and supervisors.

Content focuses on learning-centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement.

Assessment is of leadership behaviors, not knowledge, dispositions, or personal characteristics of leadership.

The VAL-ED requires respondents to identify evidence on which they are basing their assessment of principal behaviors.

The psychometric properties of the VAL-ED are clearly documented. Information on norms, standards, and uses are available through a comprehensive technical manual.



"Leadership is a central ingredient - often the keystone element in school and district success as defined in terms of student achievement."

- **Joseph Murphy**
Vanderbilt University

"Assessments that provide ongoing performance feedback to school leaders about their learning-centered leadership behaviors can substantially help school leaders develop effective leadership for school improvement."

- **Ellen Goldring**
Vanderbilt University

Visit

<http://www.valed.com>

For more information and periodic updates on research and related articles on the use of VAL-ED

VAL-ED Authors

Andrew Porter, Joseph Murphy,
Ellen Goldring, & Stephen N. Elliott

I. Financial Responsibilities						
Responsibility	Performance: Accomplishments, challenges	5	4	3	2	1
Responsible for creating an accurate, thoughtful budget in consultation with the principal and keeping to adopted budget throughout the year						
Keeps accurate and up-to-date books and records and manages bank accounts						
Produces timely statements for the Finance Committee and Board of Trustees						
Effectively and efficiently purchases materials needed at the school						
Ensures the timely payment of all invoices						
Responsible for processing timely and accurate payroll						
Manages the cash flow of the organization, identifying any potential issues						
Engages in long-term financial planning						

I. Average Score					
<i>I. Comments:</i>					

II. Human Resources						
Responsibility	Performance: Accomplishments, challenges	5	4	3	2	1
Maintains all personnel records in accordance with all city, state, and federal mandates						
Maintains health insurance records and plans for all staff, including the 401K						
Works with teachers to attain and maintain proper certification and documentation						
Works ensure MCS is providing benefit offerings that attract and help to retain staff						
Manages non-instructional personnel directly or on behalf of all staff						
Manages all consultants						
Works with the principal on teacher recruitment and hiring						
In consultation with the board, establishes hiring, promotion and firing procedures and ensures adherence to policies						
II. Average Score						

II. Comments:

III. Compliance						
Responsibility	Performance: Accomplishments, challenges	5	4	3	2	1
Meets all city, state, and federal reporting requirements in a timely and accurate manner						
Responsible for completing grant application and submitting timely financial and programmatic grant reports and drawdown request						
Manages all categorical grants and assesses and seeks competitive grant opportunities						
Ensures systems are in place for meeting reporting requirements						
Keeping up-to-date on compliance issues						
Meets all governance reporting responsibilities and works to enhance structure						
Responsible for communication with the DOE and NYSED, prepares for visits and responds on behalf of the school to inquiries						
Responsible for ensuring internal controls are in place and are adhered to						

III. Average Score					
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III. Comments:	

MCS Performance Rubric	Attachment 43- Business Director Evaluation Tool	2008-2009
Date:	Name:	Evaluator's Name:

IV. Operations						
Responsibility	Performance: Accomplishments, challenges	5	4	3	2	1
Technology runs efficiently and effectively and is on budget						
Food service and other non-academic services are run efficiently and support learning and parent/community satisfaction						
Responsible for inventory and management of physical assets						
Creates operational procedures that are efficient and effective						

IV. Average Score				
<i>IV. Comments:</i>				

V. Required Competencies						
	Performance: Accomplishments, challenges	5	4	3	2	1
Prioritizes appropriately and constantly reprioritizes based on new tasks at hand. Uses time management to meet goals						
Attention to detail and thorough						
Addresses each situation/job with professionalism						
Works to keep the school true to the charter and internalizes the mission						
Addresses issue in a timely fashion and uses effective problem-solving skills						
Reaches outside of the organization to build relationships and gather new ideas						
Is seen as a leader within the school community						
Communicates clearly and effectively with staff						
Works to create a positive school culture						

V. Average Score					
<i>V. Comments:</i>					

Manhattan Charter School II’s 3-Tier Response-to-Intervention model

	Steps	Description	Completed By	
Less Intensive	School Wide	High Quality Instruction	Highly qualified teaching staff provides rigorous instruction to all students in the general education class using research-based programs and best practices.	<ul style="list-style-type: none"> • Teachers • Assistants • Coaches
		School Wide Assessment	Periodic school wide assessment facilitates early identification of students struggling to make appropriate academic progress, (Stanford 10, Terra Nova, NYS ELA & Math, BMAS, ECLAS).	<ul style="list-style-type: none"> • Teachers • Assistants • Coaches
		Teacher Mentoring	Curriculum Coaches provide ongoing support and supervision of teaching staff to ensure optimal teaching practices are being maintained. Teachers will inform coaches of students who are in need of additional supports and services.	<ul style="list-style-type: none"> • Teachers • Assistants • Coaches
Timeline: First 30 Days of School				
More Intensive	Tier 1	Student Profiles	Teachers and assistants will develop a ‘Tier 1: Student Profile,’ for students who are struggling to meet educational goals. Profiles will document student need and will be shared with Multi-Disciplinary Team members.	<ul style="list-style-type: none"> • Teachers • Coaches • Assistants
		Multi-Disciplinary Student Support Team Meeting	Teachers, coaches, intervention specialists, and related service providers will analyze data and formulate targeted goals to address areas of student need. Teachers and assistants will be provided with intervention materials to supplement classroom instruction and address a student’s academic needs.	<ul style="list-style-type: none"> • Teachers • Coaches • Int Spec • RSP’s
		In-Class Intervention	Teachers and assistants will implement a range of strategies and accommodations to be implemented in the classroom. Documentation should reflect relative effectiveness of in-class interventions pertaining to student progress.	<ul style="list-style-type: none"> • Teachers • Assistants • Coaches
Timeline: 30 Days				
	Tier 2	Academic Intervention Services (AIS)	If a student continues to fall behind peers despite attempted interventions, he/she may receive 3-5 periods of small group academic intervention in a separate location.	<ul style="list-style-type: none"> • Intervention Specialists
	Tier 3	Referral to CSE	For students who do not respond to targeted interventions in Tiers 1 and 2, referral to the Committee on Special Education would be considered to determine eligibility for special services.	<ul style="list-style-type: none"> • Parent • Principal • Special Ed Coordinator

Attachment 43 – RtI Supporting Documents

Tier 1 Response to Instruction: Student Profile			
Student Name:			
Grade:		Teacher:	
Date of Referral:			
Teacher Contents & Actions	Yes	No	Notes
Review of Child's IEP			
Teacher Narrative of Student Need			
Student Observation Checklist			
T1 Classroom Intervention Checklist			
Stanford 10 Assessment			
Terra Nova Assessment			
BMAS Assessment			
ECLAS Assessment			
NYS ELA Assessment			
NYS Math Assessment			
PAT Assessment			
CAP Assessment			
QRI Assessment			
Other:			
Other:			

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Student Interaction with Other Students in the Class (Check)

Easily Engaged		Cooperative		Hesitant	
Withdrawn		Aggressive		Takes Turns	
Participates in Group Play		Takes Turns		Shares	
Notes:					

Student Interaction with Teacher (Check)

Easily Engaged		Resistant		Withdrawn	
Non-Compliant		Hesitant		Amiable	
Notes:					

Response to Teacher Direction (Check)

Positive		Negative		Resistant	
Compliant		Multiple Prompts		Non-Compliant	
Notes:					

Response to Reinforcement (Check)

Praise		Affection		Rewards	
Choice Activity		Does Not Respond		Responds Negatively	
Notes:					

Distractibility (Check)

Not Easily Distracted		Sustains Focus		Attends to Teacher	
Easily Distracted		Visually Distracted		Auditorially Distracted	
Fidgets		Continual Movement		Fixed on Objects	
Notes:					

Attention Span (Check)

Short		Average		Long	
Notes:					

Language and Communication (Check)

Understands Directions		Needs Visual Cues			
Responds to Questions (Word)		Responds to Questions (Phrase)		Responds to Questions (Sent)	
Asks Questions (Simple)		Asks Questions (Via Gestures)		Asks Questions (Complete)	
Notes:					

GROSS MOTOR

- _____ Seems weaker than other children his/her age or lacks endurance
- _____ Difficulty hopping, jumping, skipping, or running compared w/ others his/her age
- _____ Appears stiff and awkward in his/her movements
- _____ Clumsy, bumps into others/objects, never quite sits in chair correctly
- _____ Does not seem to understand concepts such as right, left, front, or back
- _____ Decreased memory for movement sequences or following motor directions
- _____ Poor posture- Frequently leans against something, shoulders slump fwd
- _____ Moves impulsively

FINE MOTOR

- _____ Difficulty with drawing, coloring, tracing
- _____ Illegible handwriting
- _____ Difficulty using both hands to manipulate supplies or cut
- _____ Avoids fine motor activities
- _____ Problems holding pencil, grasp may be very loose or very tight
- _____ Printing is too dark, light, or small
- _____ Does not seem to have a dominant hand
- _____ Difficulty crossing midline of body (shifts body, switches hands, poor tracking)

SELF HELP

- _____ Messy when eating
- _____ Poor personal hygiene (runny nose, dirty hands)
- _____ Difficulty managing clothing
- _____ Difficulty in finding way to variety of locations

TACTILE SENSATION

- _____ Withdraws from touch
- _____ Touches everything
- _____ Seems to chew on clothing or objects
- _____ Avoids being close to others (doesn't like being hugged)

AUDITORY PERCEPTION

- _____ Has difficulty pronouncing words
- _____ Does not appear to understand other people
- _____ Tends to talk to himself/herself, or makes noises
- _____ Sensitive to noise (background, loud music, bells, environmental sounds)

VISUAL PERCEPTION

- _____ Difficulty in discriminating shapes, letters, or numbers
- _____ Difficulty organizing letters and numbers on page
- _____ Difficulty copying designs, letters or numbers
- _____ Difficulty tracking (reading in a book, copying off chalkboard, looking at teacher)
- _____ Easily visually distracted

EMOTIONAL

- _____ Does not care to have routine changed
- _____ Is easily frustrated

Attachment 43 – RtI Supporting Documents

- _____ Cannot get along with others
- _____ Deals better with a small group situation or one-on-one
- _____ Frequently involves self in others activities
- _____ Seems to be preoccupied or distracted by issues not related to task at hand

Attachment 43 – RtI Supporting Documents

Tier 1: Response to Instruction
Classroom Intervention Checklist

ENVIRONMENTAL ACCOMMODATIONS/MODIFICATIONS	RESULT
<input type="checkbox"/> Preferential seating <ul style="list-style-type: none"> <input type="checkbox"/> to reduce distractions <input type="checkbox"/> to increase proximity to instruction <input type="checkbox"/> by seating student next to peer role models <input type="checkbox"/> by moving student to an isolated workplace 	
<input type="checkbox"/> Clearly outlined, specific, and posted rules and consequences	
<input type="checkbox"/> Reduce distracting stimuli in classroom	
<input type="checkbox"/> Modify desk arrangements (i.e., cluster, horseshoe, circle, etc.)	
<input type="checkbox"/> Increase structure and plan students for transitions	
<input type="checkbox"/> Designate physical boundaries with masking tape	
<input type="checkbox"/> Change work groups	
<input type="checkbox"/> Use visual schedules of daily activities	
<input type="checkbox"/> Provide opportunities for movement	
<input type="checkbox"/> Other	
INSTRUCTIONAL ACCOMMODATIONS/MODIFICATIONS	RESULT
<input type="checkbox"/> Post graphics, charts, and visual aids in classroom	
<input type="checkbox"/> Individual assistance with assignments	
<input type="checkbox"/> Shorten assignments (math, spelling, etc.)	
<input type="checkbox"/> Break down large projects into steps (Task Analysis)	
<input type="checkbox"/> Give more time to complete assignments	
<input type="checkbox"/> Provide cooperative learning experiences	
<input type="checkbox"/> Use visual directions or demonstration instead of verbal directions	
<input type="checkbox"/> Provide directions in both verbal and written form	
<input type="checkbox"/> Provide concise, specific verbal directions	
<input type="checkbox"/> Ensure comprehension by having student restate directions	
<input type="checkbox"/> Provide outlines for content materials	
<input type="checkbox"/> Provide a copy of notes from teacher or peers	
<input type="checkbox"/> Provide highlighted texts	
<input type="checkbox"/> Provide study guides or focused materials	
<input type="checkbox"/> Utilize graphic organizers in teaching reading, writing, or math	
<input type="checkbox"/> Adjust the reading level of the assignment	
<input type="checkbox"/> Provide one-on-one support during work time	
<input type="checkbox"/> Provide an academic peer buddy	
<input type="checkbox"/> Consistently follow a specific routine	
<input type="checkbox"/>	

Attachment 43 – RtI Supporting Documents

CURRICULAR ACCOMMODATIONS/MODIFICATIONS	RESULT
<input type="checkbox"/> Use tiered assignments to address individual skill levels	
<input type="checkbox"/> Use tiered instruction procedures to teach to low/high skill levels	
<input type="checkbox"/> Modify curriculum to remediate math skills	
<input type="checkbox"/> Modify curriculum to remediate reading skills	
<input type="checkbox"/> Modify curriculum to remediate writing skills	
<input type="checkbox"/> Alternative tests (oral, presentation, project, etc.)	
<input type="checkbox"/> Test recognition instead of recall (M.C. instead of fill in the blank)	
<input type="checkbox"/> Extend time to complete tests or quizzes	
<input type="checkbox"/> Highlight information to be learned	
<input type="checkbox"/> Paraphrase information	
<input type="checkbox"/> Alert student’s attention before expressing key points	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
BEHAVIORAL ACCOMMODATIONS	RESULT
<input type="checkbox"/> Praise appropriate behavior	
<input type="checkbox"/> Ignore inappropriate behavior	
<input type="checkbox"/> Use nonverbal signals or cues to point out inappropriate behavior	
<input type="checkbox"/> Use broken record (state expectation calmly and repeatedly)	
<input type="checkbox"/> Use proximity control	
<input type="checkbox"/> Hold open classroom meetings	
<input type="checkbox"/> Use good citizen charts	
<input type="checkbox"/> Develop individual behavior goals and plans	
<input type="checkbox"/> Use contracting to modify behavior	
<input type="checkbox"/> Use reward systems	
<input type="checkbox"/> Use time out procedures	
<input type="checkbox"/> Allow student to elect for time away to manage strong emotions	

Attachment 43 – RtI Supporting Documents

<input type="checkbox"/> Use loss of privileges	
<input type="checkbox"/> Develop group contingencies for appropriate behavior	
<input type="checkbox"/> Teach the student to self-monitor his/her behavior	
<input type="checkbox"/> Use peer reinforcement	
<input type="checkbox"/> Use daily home-school communication	
<input type="checkbox"/> Use companion program/ buddy system	
<input type="checkbox"/> Use contingency-based behavioral programs	
<input type="checkbox"/> Use performance monitoring sheet (i.e., yes/no sheet, point sheet)	
<input type="checkbox"/> Provide positive behavioral alternatives/choices	
<input type="checkbox"/> Use visual cues/prompts to redirect behavior	
<input type="checkbox"/> Use visual behavior charts that give immediate feedback	
<input type="checkbox"/> Give opportunities for positive influence (water plants, clean board)	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

5. Describe other interventions attempted:

Signature _____ Date _____

Attachment 43 – RtI Supporting Documents
Tier 1 Response to Instruction: MDSST Meeting Notes

Student Name:	
Grade:	Teacher:
Date of Referral:	Date of Meeting:

Persons Involved	
Name	Role

Goal	Completed By	Due Date

Notes: