Entry 1 School Information

Created: 06/16/2017 • Last updated: 07/31/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2017)** or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

NEW YORK CITY MONTESSORI CS (REGENTS)

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

Regents-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 7

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	423 East 138 Street, Bronx, NY 10454	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Abeku Hayes
Title	Executive Director
Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

www.nycmcs.org

f. DATE OF INITIAL CHARTER

12/2010

g. DATE FIRST OPENED FOR INSTRUCTION

09/2011

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The New York City Montessori Charter School will empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21st Century.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Differentiated instruction: This key design element is implemented in all classes. In addition to assigning differentiated followup tasks after whole group instruction, teachers work with small groups or individual children to provide lessons at different skill levels. This occurs during the scheduled "independent work time" when students are working independently under the supervision of one of their teacher supervises. To facilitate appropriate use of this independent work time, each child has a work plan. This plan is prepared with the teacher and includes assignments geared to the student's particular needs, levels of progress, and/or learning styles. It also gives students an opportunity to devote different amounts of time to different tasks, according to their needs.
Variable 2	Continuous ongoing assessment: This design element is implemented in several ways. On a daily basis, teachers use checklists to record specific acquisitions, for example, in phonics, sight words, number bonds and the like. They are also used to record errors and omissions. Montessori tasks with materials are sequenced in order of complexity and difficulty and are self correcting, so the completion of a task also serves to monitor progress. Some math lessons require exit tickets. Teachers also make observations daily and may write anecdotal records. All these forms of ongoing assessment serve to make immediate decisions according to each child's emergent needs, and for daily and weekly planning. More formal assessments are made periodically, for example, running records, tests and performance tasks. They are used to make decisions on grouping, longer term planning and promotion.

Variable 3	Specially designed materials: All our classrooms are equipped with the set of manipulative materials designed by Maria Montessori and her followers to give physical representation to abstract concepts and procedures, such as place value, math operations or grammatical constructions. Both Piagetian and more recent research indicate that manipulating such materials allows students to build accurate mental representations of concepts and procedures. The variety of Montessori materials made available in the classroom also allows for different learning styles and needs. Our students use them every day. We have modified some of the ways in which these materials are used, so that they correspond more to the reasoning and open-ended problem solving emphasized in the CCLS based curricula we have adopted.
Variable 4	Mixed age groups: Mixed age grouping has several advantages. It maximizes teaching and learning time, as students do not spend time every year getting to know new teachers, classrooms, or peer groups. It helps maintain the established class culture and procedures since returning students act as models for incoming students. Since students of different ages are not expected to perform equally, competition is reduced and children of lesser ability pass unnoticed, which is particularly beneficial for at risk children. Multiage grouping also offers opportunities for peer tutoring, peer modeling, and peer reinforcing, all of which we have seen to have helped out students develop feelings of respect, cooperation, empathy, and a sense of community.
Variable 5	Time and practice to achieve mastery: The amount of repetition and the time needed for processing information and mastering skills vary according to the child, the skill, and the topic. To give students the opportunity for longer times on task, daily schedules in the NYCMCS include a long block of time for students to work independently on their Work Plan assignments.
Variable 6	Individual Work Plans, Independence and the freedom and ability to make choices: As indicated above, the NYCMCS uses Individual Work Plans for students to make decisions on how to use their independent work time and be held accountable for their actions.
Variable 7	Prepared Environment: This important element in the Montessori approach is implemented fully in the NYCMCS. Every day, teachers check the organization of the materials on their shelves in order to ensure that all students will be able to locate the materials they will need to carry out their differentiated assignments independently. The furniture and classrooms are in muted colors and walls are uncluttered, in order to avoid distracting students’ attention from their work.

Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017

272

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	423 East 138 Street, Bronx, NY 10454	[redacted]	CSD 7	K-5	Yes	Rent/Lease
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Abeku Hayes	[redacted]		
Operational Leader	Wanda Andujar			
Compliance Contact	Wanda Andujar			
Complaint Contact	Abeku Hayes			

m1. Is the school or are the school sites co-located?

No

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).

No

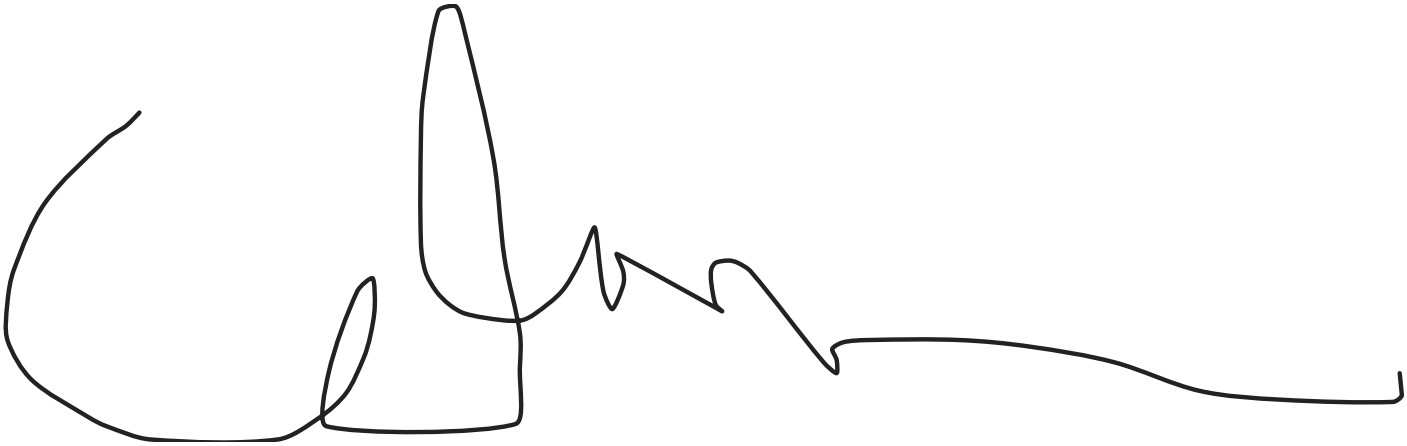
o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Abeku Hayes, Executive Director

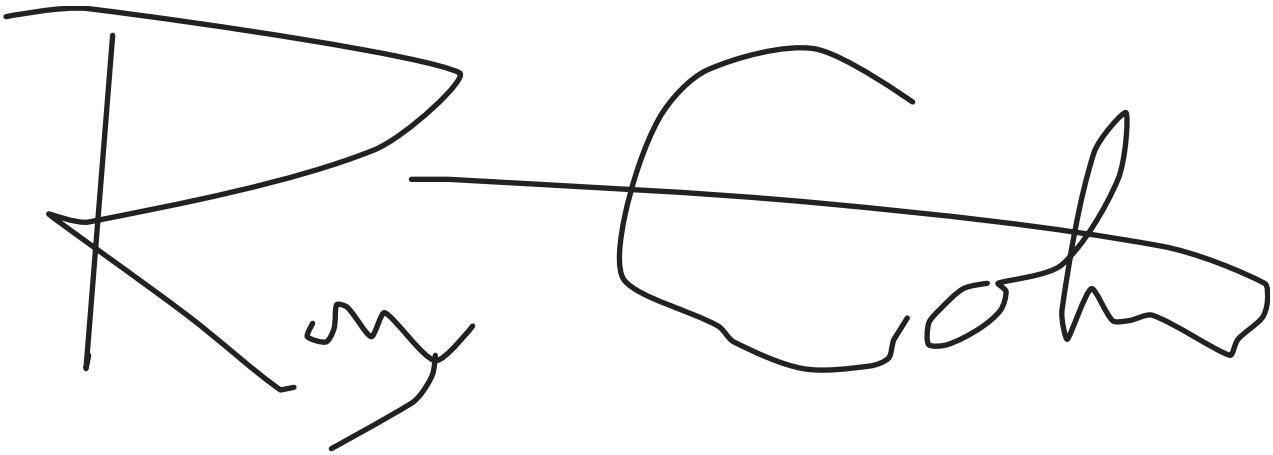
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date 2017/07/27

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/12/2017

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

https://data.nysed.gov/reportcard.php?instid=800000070182&year=2016&createreport=1&enrollment=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1

Entry 3 Progress Toward Goals

Created: 06/26/2017 • Last updated: 07/30/2017

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year, (beginning in 2013-2014), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the “Performance” section of the citywide Progress Report for students in 3rd-5th grades.	NYS 3rd–8th grade ELA and Math examination results. Progress toward this goal cannot be measured as the NYC DOE changes the format of the Progress report, and this information is no longer available.		
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year the school will have a daily student attendance rate of at least 95 percent.	ATS attendance records	Met	
Org Goal 2	Each year the school will comply with all applicable laws, rules, regulations and contract terms and have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Board Policies and Minutes of Meetings, Personnel Manual, Family Manual.	Met	
Org Goal 3	Each year, student enrollment will be within 10% of full enrollment as defined in the school's contract.	ATS attendance records The school's year-end enrollment was 272, 9.25% below full enrollment of 294.	Met	
Org Goal 4	Each year, teacher retention of high performing staff will be high.	Accepted re-hire letters of teachers deemed to be high performing	Met	
				Of the school's 17 classrooms, 3 were not staffed by at

				least one Montessori certified teacher. To increase student performance, as measured by common core-aligned assessments, NYCMCS has recently revised its recruitment focus to hire high performing, experienced teachers regardless of Montessori certification. Once hired, teachers will receive ongoing training in the Montessori model to ensure that the school is meeting the mandates of its authorized school model.
Org Goal 5	Each class will have at least one teacher who is Montessori certified or in training.	Employee Records	Not Met	

5. Do you have more organizational goals to add? No

6. FINANCIAL GOALS

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings. This goal cannot be measured as the FY17 financial audit has not yet been completed. An update will be provided in the October submission of the Annual Report.		
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly financial statements	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Created: 07/20/2017 • Last updated: 07/21/2017

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	5576172
Line 2: Year End FTE student enrollment	323
Line 3: Divide Line 1 by Line 2	17278

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	521304
Line 2: Management and General Cost (Column)	301472
Line 3: Sum of Line 1 and Line 2	822776
Line 5: Divide Line 3 by the Year End FTE student enrollment	2549

Thank you.

Entry 6d Additional Financial Docs

Created: 07/21/2017 • Last updated: 07/26/2017

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

1. Management Letter

(No response)

Explanation for not uploading the Management Letter.	The Management Letter will be submitted with the FY17 Audited Financial Statement.

2. Form 990

(No response)

Explanation for not uploading the Form 990.	The 990 will be included in the November 1 submission.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit.	N/A. The school did spend more than $750,000 of federal funding in FY17.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report.	N/A. The school did not receive or spend any CSP funding in FY17.

5. Evidence of Required Escrow Account

https://nysed-cso-reports.fluidreview.com/resp/10953083/pN6H0Nalce/

Explanation for not uploading the Escrow evidence.	(No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan.	(No response)

SERVICE CHARGE SUMMARY *(continued)*

TRANSACTIONS FOR SERVICE FEE CALCULATION	NUMBER OF TRANSACTIONS
Checks Paid / Debits	76
Deposits / Credits	8
Deposited Items	15
Total Transactions	**99**

SERVICE CHARGE DETAIL

DESCRIPTION	VOLUME	ALLOWED	CHARGED	PRICE/ UNIT	TOTAL
Your Product Includes:					
ACCOUNT [redacted]					
Waived Monthly Service Fee	0			$20.00	$0.00
Transactions	99	350	0	$0.00	$0.00
Cash Deposited					
Branch Deposit - Immediate Verification	$4,701	$20,000	$0	$0.0025	$0.00
Total Service Charge					$0.00
ACCOUNT [redacted]					
Transactions	6				
ACCOUNT [redacted]					
Transactions	93				
Cash Deposited					
Branch Deposit - Immediate Verification	$4,701				

CHASE PERFORMANCE BUSINESS CHECKING

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Account Number: [redacted]

ESCROW ACCOUNT

CHECKING SUMMARY

	INSTANCES	AMOUNT
Beginning Balance		**$75,000.00**
Ending Balance	**0**	**$75,000.00**

Your account ending in 3601 is linked to this account for overdraft protection.

The fees for this account are included in the fee information for account ---------- [redacted]

Entry 5d Financial Services Contact Information

Last updated: 07/21/2017

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Abeku Hayes	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[redacted]		6

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years ith Firm
	Charter School Business Management Inc	Viviana Torres	[redacted]			6

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the - Board of Regents -

2017-18 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York City Montessori Charter School -

PROJECTED BUDGET FOR 2017-2018 -

July 1, 2017 to June 30, 2018 -

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**4,134,504**	**714,945**	**520,000**	**-**	**446,940**	**5,816,389**
Total Expenses	**2,478,068**	**2,035,599**	**460,483**	**-**	**754,342**	**5,728,491**
Net Income	**1,656,436**	**(1,320,654)**	**59,517**	**-**	**(307,402)**	**87,897**
Actual Student Enrollment	**275**	**62**	**52**			**327**
Total Paid Student Enrollment	**275**	**62**				**275**

		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						
District of Location	*$14,527.00*	3,595,433	-	-	-	399,493	3,994,925
School District 2 (PreK)	*$10,000.00*	-	-	520,000	-	-	520,000
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		3,595,433		**520,000**		**399,493**	**4,514,925**
Special Education Revenue		-	623,420	-	-	-	623,420
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other State Revenue		372,344	-	-	-	41,372	413,716
TOTAL REVENUE FROM STATE SOURCES		**3,967,777**	**623,420**	**520,000**		**440,864**	**5,552,061**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	42,994	-	-	-	42,994
Title I		144,157	41,961	-	-	-	186,118
Title Funding - Other		4,678	1,362	-	-	-	6,040
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		**148,835**	**86,317**				**235,152**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	6,076	6,076
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		17,892	5,208	-	-	-	23,100
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**17,892**	**5,208**			**6,076**	**29,176**
TOTAL REVENUE		**4,134,504**	**714,945**	**520,000**		**446,940**	**5,816,389**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	65,076	29,580	23,664	-	29,580	147,900
Instructional Management	2.00	132,651	-	-	-	14,739	147,390
Deans, Directors & Coordinators	2.00	66,096	70,916	-	-	7,344	144,356

New York City Montessori Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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Actual Student Enrollment	275	62	52			327
Total Paid Student Enrollment	275	62				275

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	146,880	146,880
Administrative Staff	3.00	-	-	-	-	84,228	84,228
TOTAL ADMINISTRATIVE STAFF	**9**	**263,823**	**100,496**	**23,664**		**282,771**	**670,754**
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	13.00	614,295	-	117,009	-	-	731,304
Teachers - SPED	13.00	-	791,473	-	-	-	791,473
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	11.00	277,651	80,819	67,783	-	-	426,253
Specialty Teachers	3.00	120,919	35,197	29,520	-	-	185,637
Aides	2.00	-	-	-	-	48,608	48,608
Therapists & Counselors	1.00	-	62,956	-	-	-	62,956
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	**43**	**1,012,865**	**970,445**	**214,312**		**48,608**	**2,246,231**
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	**52**	**1,276,688**	**1,070,941**	**237,976**		**331,379**	**2,916,984**
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		124,721	104,621	23,248	-	32,373	284,963
Fringe / Employee Benefits		154,499	129,600	28,799	-	40,102	353,000
Retirement / Pension		547	459	102	-	142	1,250
TOTAL PAYROLL TAXES AND BENEFITS		**279,767**	**234,681**	**52,149**		**72,617**	**639,213**
TOTAL PERSONNEL SERVICE COSTS		**1,556,456**	**1,305,622**	**290,125**		**403,995**	**3,556,198**
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	85,500	85,500
Legal		-	-	-	-	1,000	1,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		28,475	23,886	5,308	-	7,391	65,060
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		77,020	63,894	14,432	-	30,653	186,000
TOTAL CONTRACTED SERVICES		**105,495**	**87,780**	**19,740**		**124,544**	**337,560**
SCHOOL OPERATIONS							

New York City Montessori Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Total Revenue	**4,134,504**	**714,945**	**520,000**	**-**	**446,940**	**5,816,389**
Total Expenses	**2,478,068**	**2,035,599**	**460,483**	**-**	**754,342**	**5,728,491**
Net Income	**1,656,436**	**(1,320,654)**	**59,517**	**-**	**(307,402)**	**87,897**
Actual Student Enrollment	**275**	**62**	**52**			**327**
Total Paid Student Enrollment	**275**	**62**				**275**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	88	73	16	-	23	200
Classroom / Teaching Supplies & Materials	26,160	7,615	5,725	-	-	39,500
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	18,218	5,303	80	-	-	23,600
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	14,000	14,000
Telephone	-	-	-	-	-	-
Technology	12,649	10,610	2,358	-	3,283	28,900
Student Testing & Assessment	3,873	1,127	-	-	-	5,000
Field Trips	651	190	159	-	-	1,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	8,316	6,976	1,550	-	22,158	39,000
Staff Development	30,223	11,794	7,063	-	1,420	50,500
Staff Recruitment	2,188	1,836	408	-	568	5,000
Student Recruitment / Marketing	219	184	41	-	57	500
School Meals / Lunch	3,745	1,090	914	-	-	5,749
Travel (Staff)	175	147	33	-	45	400
Fundraising	-	-	-	-	-	-
Other	4,377	3,671	816	-	1,196	10,060
TOTAL SCHOOL OPERATIONS	**110,881**	**50,616**	**19,161**		**42,751**	**223,409**
FACILITY OPERATION & MAINTENANCE						
Insurance	15,319	12,850	2,855	-	3,976	35,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	592,578	497,080	110,457	-	153,810	1,353,925
Repairs & Maintenance	9,366	7,857	1,746	-	2,431	21,400
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	42,017	35,245	7,832	-	10,906	96,000
TOTAL FACILITY OPERATION & MAINTENANCE	**659,279**	**553,032**	**122,890**		**171,123**	**1,506,325**
DEPRECIATION & AMORTIZATION	45,956	38,550	8,566	-	11,928	105,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**2,478,068**	**2,035,599**	**460,483**		**754,342**	**5,728,491**
NET INCOME	**1,656,436**	**(1,320,654)**	**59,517**	**-**	**(307,402)**	**87,897**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	275	62	275
School District 2 (PreK)	52		52
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

New York City Montessori Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	4,134,504	714,945	520,000	-	446,940	5,816,389
Total Expenses	2,478,068	2,035,599	460,483	-	754,342	5,728,491
Net Income	1,656,436	(1,320,654)	59,517	-	(307,402)	87,897
Actual Student Enrollment	275	62	52			327
Total Paid Student Enrollment	275	62				275

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	327	62	327			
REVENUE PER PUPIL	12,644	11,531	1,590			
EXPENSES PER PUPIL	7,578	32,832	1,408			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Gen Ed: 275 @ FY18 rate of $14,527
Pre-K: 52 @ rate of $10,000
SpEd: 62
Facilities Funding, State grant assistance
IDEA
Title I
Title II
Erate
NYSTL, NYSSL, NYSLIBL
List exact titles and staff FTE"s (Full time eqiuilivalent)
Principal
AP of School Culture, AP of Instruction (DCI)
Director of Outreach, SPED Coordinator

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
AP of Operations, Finance Manager
Operations Associates (x2)
Teachers
SPED Teachers
Teaching Assistants
Gym, Art, French/Music
Aides
Mental Health Counselor, DASA/Dsicipline Coordinator
Taxes
Health insurance, worker's comp, disability
Retirement 403(B) Fees
Annual audit fees, financial management services
Legal
Payroll services
Custodian, substitute teacher, temporary staffing, NYCSI, security services

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Board expenses
Classroom supplies & materials
Textbooks
Office furniture & equipment
Technology supplies, maintenance service
Student testing/assessment
Field trips
Office expenses & supplies
Staff professional development
Staff recruiting
Marketing/student recruitment
School food
Staff travel
School events, bank charges
Insurance
Rent and property taxes
Repairs & Maintenance
Gas charges and electricity
Depreciation

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Denise M. Clay

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Member

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	*Please write "None" if applicable. Do not leave this space blank.*			

Denise M. Clay — 6/22/17

Signature — Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Roy Cohen

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes ___✓__No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____Yes ___✓__No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None *Please write "None" if applicable. Do not leave this space blank.*			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. NONE				

[redacted] 6/22/17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JACQUELINE M DISANTO

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

NEW YORK CITY MONTESSORI CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc. NONE

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE Please write "None" if applicable. Do not leave this space blank.	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

NONE

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
NONE	NONE	NONE	NONE	NONE

[redacted] 06.22.17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be re[redacted]

Business Telephon[redacted]

Business Address[redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

ANCA ERGENEMAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

NYC MONTESSORI CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). VICE CHAIR

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ___✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓___**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
N	O	N	E	—

[redacted] 6/22/17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Maria Keane

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

NYC Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). ~~Secretary~~ Membe

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes ✓ No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____Yes ✓ No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			

None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None				

Maria Kean 6/22/17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JOHN MALLAUE

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

MV Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes ✓No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____Yes ✓No

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. NONE				

Signature 6/22/17 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Margaret Grossman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None Please write "None" if applicable. Do not leave this space blank.	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None	None	None	None	None

*

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

* The Trustee was unavailable for a signature at this time.

Abeku Hayes

Entry 9 BOT Table

Created: 07/21/2017 • Last updated: 07/27/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Rory Cohen	[redacted]	Chair/ Board President	Finance Committee	Yes	Law & Finance	3 year term expires 2019	8
2	John Mullane		Treasurer	Finance & Building & Grounds Committees	Yes	Business & Finance	2 year term expires 2018	6
3	Margaret Grossman		Secretary	Building & Grounds Committee	Yes	Law & Human Resources	3 year term expires 2019	6
4	Denise Clay		Trustee/Member	Education Committee	Yes	Education	2 year term expires 2018	12
	Jacquel		Truste	Educat			3 year	

5	ine DiSanto	[redacted]	e/Member	ion Committee	Yes	Education	term expires 2019	9
6	Ayca Ergeneman		Trustee/Member	Development Committee	Yes	Philanthropy	2 year term expires 2018	8
7	Maria Keane		Trustee/Member	Education Committee	Yes	Law	3 year term expires 2020	8
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 7

3. Total Number of Members Joining the Board 2016-17 School Year 1

4. Total Number of Members Departing the Board during the 2016-17 School Year 0

5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes	7
6. Number of Board Meetings Conducted in the 2016-17 School Year	12
7. Number of Board Meetings Scheduled for the 2017-18 School Year	12

Thank you.

Entry 10 - Board Meeting Minutes

Created: 07/26/2017 • Last updated: 07/28/2017

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page.

(No response)

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

https://nysed-cso-reports.fluidreview.com/resp/11005147/wNFCVDEEJA/

new york city
montessori
charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th Street, Bronx, New York 10454
July 20, 2016
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute) ✓

II. Public Comments (2 minutes per person) n/a

III. Approval of Previous Meeting Minutes (2 minutes) ✓

IV. Principal's Report & School Dashboard Review

V. Committee and Task Force Reports (15 minutes)
   A. Building and Grounds Committee
   B. Education Committee
   C. Finance Committee
   D. Family Association

VI. Board of Trustees Operations
   A. Corrective Action Plan Development – State Education Department
   B. Expansion of Board of Trustees Membership – Potential Candidates
   C. Scheduling of Retreat (Professional Development)
   D. Discussion – Retirement Plan for Teachers and Staff

VII. Executive Session (Optional)

VIII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

July 20, 2016

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order (2 minutes)

II. Approval—Minutes of May 4, 2016 and Report of June 22, 2016 (3 minutes)

III. Corrective Action Plan (40 minutes)

A. Update from SED Charter School Office Conference Call of June 27, 2016
B. Research Findings from SED List of Schools Recommended to Contact
C. Development of Corrective Action Plan

IV. Collaboration with Hostos Community College (10 minutes)

A. Intern Program
B. Supplemental Physical Education Curriculum & Professional Development

V. Process Development of Principal Evaluation 2016-17 Form (10 minutes)

VI. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

July 20, 2016

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order (2 minutes)—The meeting was called to order at 3:40 p.m.

II. Approval—Minutes of May 4, 2016 and Report of June 22, 2016 (3 minutes)—It was moved, seconded, and the motion carried to approve the Minutes of May 4, 2016 and the Report of June 22, 2016.

III. Corrective Action Plan (40 minutes)

A. Update from SED Charter School Office Conference Call of June 27, 2016—The SED provided a list of five schools to contact regarding achievements at the schools that might assist NYCMCS in developing its Corrective Action Plan.

B. Research Findings from SED List of Schools Recommended to Contact—Of the five schools on the list from SED, two principals were available for interviews. A summary was distributed to the Board of Trustees and Principal Hayes of the findings from the two interviews.

C. Development of Corrective Action Plan (CAP)—The Education Committee discussed strategies recommended from interviews with two schools. Some of these strategies are being used already and others, recommended by the Education Committee and Principal, will be incorporated in the CAP, which is due for submission by August 18, 2016. Principal Hayes will distribute the draft CAP to the NYCMCS Board of Trustees by August 1, 2016.

IV. Collaboration with Hostos Community College (10 minutes)

A. Intern Program—It was agreed that the Intern Program with Hostos Community College (HCC) would continue in the fall (2016).

B. Supplemental Physical Education Curriculum & Professional Development—Principal Hayes has received a proposal from Hostos Community College to include a Supplemental Physical Education Curriculum and Professional Development Plan in the P.E. area as part of the Collaboration with HCC. Principal Hayes will review the proposal with plans for discussion with the Education Committee at its next meeting in August.

V. Process Development of Principal Evaluation 2016-17 Form (10 minutes)

VI. Adjournment—The meeting adjourned at 4:18 p.m.

New York City Montessori Charter School Board of Trustees – EXECUTIVE SESSION

June 22nd, 2016 5:30 p.m.

Following completion of its regularly scheduled 4:30pm meeting, the board went into executive session. The board discussed personnel matters including the principal's contract and compensation.

The board also formally approved a revised budget reflecting the principal's compensation and agreed to continue using Charter School Business Management and revisit CSBM's services to the school in September.

There being no further business before the board's executive session, the board meeting adjourned.

not but that the school was working closely with the school's landlord to correct the problems and that such corrections would be undertaken at the landlord's expense. Next the education committee informed the board that it would be meeting with the State Education Department to discuss the school's corrective action plan and also planned to reach out to peer schools in order to learn from their successes.

Next the family association took the floor, informing the board that the family association was concerned with student test scores and teacher certification. The board responded that the corrective action plan would be shared with the family association and that the school would work with the family association to provide them with materials to respond to parent inquiries.

There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel and other matters.

Margaret B. Grossman
John Mullane for M. Grossman
Secretary

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

EXECUTIVE DIRECTOR
CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-1405; charterschools@nysed.gov

NOTICE OF DEFICIENCY WITH REQUEST FOR A CORRECTIVE ACTION PLAN

July 8, 2016

Via Electronic Transmission

Rory Cohen, Board Chair
Abeku Haynes, Principal

[redacted]

New York City Montessori Charter School

Dear Mr. Cohen and Mr. Haynes,

This letter serves as notice to New York City Montessori Charter School ("NYCMCS" or "the school") Board of Trustees that, as noted in the New York State Education Department ("NYSED" or "the Department") Performance Framework, and pursuant to Section 6.3 of the school's Charter Agreement, NYSED is requiring NYCMCS to develop and implement a corrective action plan addressing each of the academic deficiencies enumerated in Attachment A.[1] The corrective action plan is a tool that the school and the NYSED Charter School Office can use to identify and document strategies being employed by the school towards school improvement.

Section 6.3 of the school's charter agreement with the NYS Board of Regents states:

> *Corrective Action. If SED determines that the Charter School is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the Charter School's educational program or governance is not satisfactory, or that the Charter School is not in compliance with the terms and conditions of the Charter and/or applicable law or regulation, then SED may develop and implement a corrective action plan. Nothing contained herein shall be in derogation of the Regents' ability to revoke the Charter, place the Charter School on probationary status, or initiate mandatory remedial action in accordance with the Act and §8.3 of this Charter Agreement.*

The corrective action plan must be submitted no later than 5:00 p.m. on August 18, 2016. The plan must be designed to achieve observable outcomes at the school. Please use the attached 2016-2017 Corrective Action Plan Template to develop the plan for your school. Each of the

[1] The deficiencies enumerated in attachment A may not be an extensive list of areas of concern, areas in need of improvement, or areas in which the school is not in compliance with applicable laws and regulations.

deficiencies identified in Attachment A will require the completion of an individual plan, beginning with the formation of the outcome statement. For academic corrective action, you will develop a separate plan for each identified subject and subgroup deficiency (simply copy the corrective action template and repeat for additional deficiencies).

We will follow up shortly with resources to provide more detailed support to help with the development of the corrective action plan. If you require further clarification at any time, please contact your Charter School Office liaison at [redacted]

Thank you for your cooperation and efforts to strengthen the performance of your school.

Sincerely,

David M. Frank

Attachment A

Charter School Deficiencies

Academic Deficiencies

1. NYSED Office of Accountability designation as a priority school.[2]

2. According to proficiency data from the 2014-2015 administration of the state grade 3-4 ELA exam, NYCMCS's overall performance was below NYC Community School District (CSD) 7, the district of location, and below NYS average performance in ELA.

3. According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's overall performance was below NYC Community School District (CSD) 7, the district of location, and below NYS average performance in mathematics.

4. According to proficiency data from the 2014-2015 administration of the state grade 4 science exam, NYCMCS's overall performance was below the performance of CSD 7 and below NYS average performance in science.

5. According to proficiency data from the 2014-2015 administration of the state grade 3-4 ELA exam, NYCMCS's economically disadvantaged student population performance was below CSD 7 and below NYS average performance in ELA.

6. According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's economically disadvantaged student population performance was below CSD 7 and below NYS average performance in mathematics.

7. According to proficiency data from the 2014-2015 administration of the state grade 3-4 ELA exam, NYCMCS's students with disabilities population performed below CSD 7 and below NYS average performance in ELA.

8. According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's students with disabilities population performed below CSD 7 and below NYS average performance in mathematics.

[2] http://www.p12.nysed.gov/accountability/ESEADesignations.html

School Name Corrective Action Plan

Directions: Using the template below, replace italicized information to complete your school's corrective action plan. Please refer to deficiencies bulleted in your corrective action letter to begin at the first step, forming the outcome statement. Each identified subject and subgroup deficiency should be given a new corrective action plan (simply copy the table below and repeat for additional deficiencies).

Outcome Statement					**Performance Framework Benchmark:**	*1*
Outcome statements focus on improving areas in need of improvement, including, but not limited to, student achievement and fiscal, governance, and legal compliance concerns. They are 1) based on solid background information, 2) realistic to complete in the given timeframe yet show clear desire to make significant improvement, 3) measurable and outcomes based statements that indicate the level at which the school would like to be performing on a given goal by a given time. The statement should focus on numbers and attempt to predict the future. While the outcome statement should present a challenge, it should be a reasonable challenge. Please refer to the NYSED Charter School Performance Framework to ensure that your outcome goals are aligned with the measures expected of all schools authorized by the Board of Regents. http://www.p12.nysed.gov/psc/documents/CharterSchoolPerformanceFrameworkNovember2015.pdf						
Main Focus Area	**Strategies Towards Measurable Outcomes**	**Timelines and Completion Dates**	**Strategic Indicators of Success Towards Measurable Outcomes**	**Responsibility**	**Status Update Checkpoints**	**Revisions**
The selection of a focus area should be able to answer the following question: • *What do we need to focus on to correct identified areas of weakness?*	*Strategies to accomplish the goal should continuously reflect on the main focus and performance target. Strategies should be able to answer the following questions:* • *What specific actions are we going to take to improve in this area?* • *What specific strategies (i.e. teaching, fiscal controls, governance, etc.) can we implement to meet our goal so that the level of student achievement (or other area identified)*	*Schools must look closely at each strategy they are suggesting to determine the most suitable time to begin work on that strategy, as well as the duration of the strategy. It is important to keep in mind that there if a finite amount of time to achieve the deliverables of this plan. The board, school leadership, and staff should hold meetings to review the proposed timelines and determine if they are feasible. Revisions should be made if the timelines are discovered to be inadequate after initial implementation.*	*Indicators of success are performance-based and measurable. Indicators of success provide schools with standards against which they can measure their progress towards their improvement goals. Meeting the performance target is the ultimate indicator of success, but these indicators will act as benchmarks or milestones along the way. Indicator statements should be able to answer the following questions:* • *If we carry out all of our strategies, how will we know that we have attained our goal?* • *What will be different for the students?*	*Schools must determine who will be responsible for implementing each strategy. The school's proposals for responsibility should be presented to all stakeholders to ensure that the proposals are reasonable and that everyone understands his or her responsibilities within the plan. Provide a name and direct contact information for the person(s) responsible.*	*Checkpoints must be built into the plan to provide status updates to school leadership, the board, and the CSO—that is, formal evaluations of the plan in progress. As in any process, some strategies will have the desired impact and others will not, therefore, requiring adjustment as necessary.* *Status updates should have three checkpoint levels:* 1) *School leadership & Board: Scheduled status updates to provide opportunities for the board and school leadership to discuss measurable progress on a school's corrective action plan.* 2) *Stakeholders: Teachers, the school's finance team, the board and other key stakeholders should also be given the opportunity to*	*A school's decision to revise a focus, strategy, or timeline should be based on the same kind of solid data as those used to determine the original goals, focuses, strategies, and timelines. Revisions should be discussed with the CSO prior to implementing a revised plan.*

School Name Corrective Action Plan

Outcome Statement					**Performance Framework Benchmark:**	1
Outcome statements focus on improving areas in need of improvement, including, but not limited to, student achievement and fiscal, governance, and legal compliance concerns. They are 1) based on solid background information, 2) realistic to complete in the given timeframe yet show clear desire to make significant improvement, 3) measurable and outcomes based statements that indicate the level at which the school would like to be performing on a given goal by a given time. The statement should focus on numbers and attempt to predict the future. While the outcome statement should present a challenge, it should be a reasonable challenge. Please refer to the NYSED Charter School Performance Framework to ensure that your outcome goals are aligned with the measures expected of all schools authorized by the Board of Regents. http://www.p12.nysed.gov/psc/documents/CharterSchoolPerformanceFrameworkNovember2015.pdf						
Main Focus Area	**Strategies Towards Measurable Outcomes**	**Timelines and Completion Dates**	**Strategic Indicators of Success Towards Measurable Outcomes**	**Responsibility**	**Status Update Checkpoints**	**Revisions**
	in our school is enhanced?		• *What will students do differently that will tell us we have been successful?* *Note: In the case of academic goals, schools will often choose diagnostic or skills-based local assessments to benchmark progress toward meeting the performance target.* ***Schools will need to provide research/evidence that the chosen assessment is predictive of the desired target.***		*review the status of the various strategies in the plan, offer their opinions on the measurable progress made, and suggest revisions (if needed) to maintain the focus on improvement.* *3) Authorizer: Quarterly status updates with measurable results should be submitted to the Charter School Office on a schedule determined by the CSO.*	

NEW YORK CITY MONTESSORI CHARTER SCHOOL
FINANCIAL SUMMARY
As of June 30, 2016

LIQUIDITY

Cash in Operating Accounts	$ 111,795	*Balances confirmed and reconciled*
Cash in Escrow Account	$ 75,000	*Restricted*
Total Cash Available	**$ 186,795**	

Projected days cash on hand — 7 *days the school can meet operating expenses without any additional revenue*

BALANCE SHEET

Total Current Assets:	$ 486,388	
Total Current Liabilities:	$ 356,646	
Current Ratio:	1.36	*portion of school's current assets to cover s/t debts (should be greater than 1.00)*
Total Assets:	$ 997,003	
Total Liabilities:	$ 1,173,147	
Debt to Asset Ratio	1.18	*portion of school's assets financed by debt (should be lower than 1.00)*
Total Net Assets:	**$ (176,144)**	

Leasehold Improvements	$ -	
Furniture, Fixtures, & Equipment	$ 85,590	
FISCAL YEAR - FIXED ASSETS	**$ 85,590**	

-

ENROLLMENT

	PROJECTED	BUDGET	Variance	PROJECTED	BUDGET	Variance
General Education	279.750	**285**	**(5)**	$ 3,882,091	$ 3,954,945	**(72,854)**
Special Education	PROJECTED	**Budget**	Variance	Projections	**Budget**	Variance
20-59%	9.150	**5**	4	$ 95,069	$ 51,745	43,324
>60%	26.450	**40**	(14)	$ 503,846	$ 761,960	(258,114)
Total Special Education	35.600	**45**	**(9)**	$ 598,915	**$ 813,705**	**(214,790)**

BENCHMARKS	
Cash on Hand High Risk: < 1.4 Low Risk: > 6 months (181 days) Med. Risk: 3-6 months (91-180 days) High Risk: < 3 months (90 days)	
Current Ratio Low Risk: > 3.0 Medium Risk: 1.4-2.9 High Risk: < 1.4 **Debt Ratio** Good: <1 Risky: >1	
Per Pupil Allocation $ 13,877 $ 10,390 $ 19,049	

REVENUE & EXPENSES

	PROJECTED	BUDGET	Variance
Revenue from operations :	5,450,605	5,888,269	(437,664)
Expenses from operations:	(5,556,327)	(5,835,187)	278,860
NET INCOME	$ (105,722)	$ 53,082	$ (158,804)

	PROJECTED	BUDGET
REVENUE per student	$ 19,484	$ 20,661
EXPENSES per student	$ (19,862)	$ (20,474)

PRIOR YEARS	FTE	REVENUE	EXPENSES	NET INCOME
2014-2015	259	5,238,775	5,199,084	$ 39,691
2013-2014	214	4,227,395	4,226,377	$ 1,017
2012-2013	153	3,105,842	3,415,529	$ (309,687)
2011-2012	103	2,000,807	1,932,931	$ 67,875
2010-2011	0	350,003	192,425	$ 157,578

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
SUMMARY PAGE
June 30, 2016

BUDGET v ACTUALS

	Actual	Budget	Variance	FY 15-16 Projected Actual	FY 15-16 Annual Budget	FY 15-16 Projected Variance
Revenue						
4100 State Grants	5,125,440	5,577,739	(452,299)	5,188,384	5,577,739	(389,355)
4200 Federal Grants	255,219	257,530	(2,311)	255,219	257,530	(2,311)
4300 Contributions	7,002	53,000	(45,998)	7,002	53,000	(45,998)
Total Revenue	5,387,661	5,888,269	(500,608)	5,450,605	5,888,269	(437,664)
Expense						
5000 Compensation	2,888,692	3,091,670	(202,978)	2,888,692	3,091,670	(202,978)
5400 Benefits	215,448	554,996	(339,548)	216,648	554,996	(338,348)
6100 Administrative	76,783	69,482	7,301	76,783	69,482	7,301
6200 Professional Services	656,092	275,792	380,300	656,092	275,793	380,299
6300 Professional Development	60,367	107,514	(47,147)	60,367	107,514	(47,147)
6400 Marketing & Staff/Student Recruitment	3,450	3,000	450	3,450	3,000	450
7100 Curriculum & Classroom	98,921	133,356	(34,435)	98,921	133,356	(34,435)
8100 Facility Expenses	1,413,735	1,432,095	(18,360)	1,413,735	1,432,095	(18,360)
8200 Technology & Communication	31,415	34,688	(3,273)	31,415	34,688	(3,273)
8800 Miscellaneous	5,937	5,465	472	5,937	5,465	472
8900 Depreciation	104,288	127,128	(22,840)	104,288	127,128	(22,840)
Total Expense	5,555,127	5,835,186	(280,059)	5,556,327	5,835,187	(278,860)
Net Income	**(167,466)**	**53,083**	**(220,549)**	**(105,722)**	**53,082**	**(158,804)**

Annual Projected Cash Summary			
Net Income	(105,722)	53,082	(158,804)
Add Depreciation	104,288	127,128	(22,840)
Add Deferred Rent	(57,073)	(64,005)	6,932
Minus Fixed Assets	(46,813)	(85,590)	38,777
Cash Income	(105,320)	30,615	(135,935)

Balance Sheet Summary

Assets	
1000 Cash	186,795
1100 Accounts Receivable	166,512
1200 Prepaids/Other Current Assets	133,081
1500 Fixed Assets	286,963
1700 Security Deposits	223,651
Total Assets	997,003
Liabilities	
2000 Accounts Payable	29,011
2400 Deferred Revenue/Refundable deposit	-
2100 Accruals	327,635
2700 Deferred Rent/Loan Payable	816,501
Total Liabilities	1,173,147
*Total Equity**	(176,144)
Total Equity/Liabilities	997,003

June 30, 2016	Total	Notes
ASSETS		
Current Assets		
Bank Accounts		
1000 Cash		
1010 Chase Operating Acct - 6538	110,024.68	
1011 Chase Debit Acct - 6520	1,769.40	
1012 Chase Savings Acct - 3601	1.00	
1013 Chase Escrow Acct - 6504	75,000.00	
Total 1000 Cash	$ 186,795.08	
Total Bank Accounts	$ 186,795.08	
Accounts Receivable		
1100 Accounts Receivable	5,170.56	
1101 Grants Receivable	161,341.52	
1103 Other Receivables	0.00	
Total 1100 Accounts Receivable	$ 166,512.08	
Total Accounts Receivable	$ 166,512.08	
Other current assets		
1200 Current Assets		
1201 Prepaid Expenses	126,836.33	Prepaid Montessori summer courses
1202 Prepaid Insurance	823.80	General Liability Insurances
1204 Sales Tax Receivable	0.00	
1205 Retainer Funds	5,421.00	Legal retainer
Total 1200 Current Assets	$ 133,081.13	
1300 Due from South Bronx Overall Economic Dev Corp.	0.00	
1400 Undeposited Funds	0.00	
Total Other current assets	$ 133,081.13	
Total Current Assets	$ 486,388.29	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Computers and Hardware (Office)	19,705.06	
1511 Computers and Hardware (Pupil)	72,305.50	
1512 Furniture (Office)	30,021.12	
1513 Furniture (Pupil)	222,250.18	
1514 Equipment (Office)	56,861.65	
1515 Equipment (Pupil)	13,162.40	
1516 Software	2,126.26	
1518 Leasehold Improvements	226,100.16	
1519 Website	1,200.00	
1520 Architect Expenses	9,000.00	
1600 Accumulated Depreciation		
1610 Accum. Depr. - Comp. & Hardware (Office)	-19,392.00	
1611 Accum. Depr. - Comp. & Hardware (Pupil)	-42,278.00	
1612 Accum. Depr. - Furniture (Office)	-20,177.00	
1613 Accum. Depr. - Furniture (Pupil)	-135,232.00	
1614 Accum. Depr. - Equipment (Office)	-55,846.00	
1615 Accum. Depr. - Equipment (Pupil)	-8,895.00	
1616 Accum. Depr. - Software	-2,126.00	
1618 Accum. Depr. - Leasehold Improvements	-77,990.00	
1619 Accum. Amort. - Website	-833.00	
1620 Accum Amor - Architect Expenses	-3,000.00	
Total 1600 Accumulated Depreciation	-$ 365,769.00	
Total 1500 Furniture, Fixtures & Equipment	$ 286,963.33	
Total Fixed Assets	$ 286,963.33	
Other Assets		
1700 Security Deposits	223,651.00	Lease and Con Ed. deposits

Total Other Assets	**$ 223,651.00**	
TOTAL ASSETS	**$ 997,002.62**	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	29,010.64	
Total Accounts Payable	**$ 29,010.64**	
Other Current Liabilities		
2100 Accrued Expenses	22,000.00	Accrued audit fees
2200 Accrued Salaries	305,635.20	Accrued salaries for 7/15, 7/31, & 8/15 payrolls
2300 Unearned/Deferred Revenue	0.00	
2400 Refundable Advance	0.00	
Total Other Current Liabilities	**$ 327,635.20**	
Total Current Liabilities	**$ 356,645.84**	
Long-Term Liabilities		
2600 Deferred Rent	816,501.00	
2700 Loan Payable	0.00	
Total Long-Term Liabilities	**$ 816,501.00**	
Total Liabilities	**$ 1,173,146.84**	
Equity		
3000 Net Assets	-8,678.08	
Net Income	-167,466.14	
Total Equity	**-$ 176,144.22**	
TOTAL LIABILITIES AND EQUITY	**$ 997,002.62**	

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
	Starting Balance	
	Cash Inflow	
	Monthly Cash Outflow	
	Accounts Payable	
	Prepaid Expenses	
	Grants/Accounts Receivables	
	Accrued Expenses	
	Cash Flow Loan	
	Escrow/Capital Payments	
	Ending Balance	111,795
Income		
4100 State Grants	prepaid	
4101 Per Pupil Allocations	307,318	0.04
4101a Pre-K - Per Pupil Allocations		-
4102 Per Pupil Allocations for SPED	33,114	-
Per Pupil - One time adjustment allocation		62,944
4103 NYSTL		-
4104 NYSSL		-
4105 NYSLIB		-
4108 Rent Relief	19,399	-
Total 4100 State Grants		62,944
4200 Federal Grants		
4201 IDEA for Sp. Ed.		-
4202 E-Rate for Tech/Comm		-
4203 Title I	195,364	-
4204 Title IIA	6,311	-
Total 4200 Federal Grants		-
4300 Contributions		
4302 Unrestricted Contributions		-
4303 In-KindTECH		-
Total 4300 Contributions		-
4400 Miscellaneous Income		
4402 Revenue Suspense Account		-
4403 Misc. Income		-
Total 4400 Miscellaneous Income		-
Total Income		**62,944**
		-
Expenses		
5000 Compensation		
5100 Administrative		
5101 Principal - EXECUTIVE DIRECTOR	12 month	-
5101A Instructional Principal	12 month	-
5102 Director of Operations	12 month	-

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
5103 Operations Associates	12 month	-
5103A Administrative Assistant	12 month	-
5105 Bus Matron	12 month	-
5109 Finance Manager	12 month	-
5110 Chief Operating Officer	12 month	-
Total 5100 Administrative		-
5200 Instructional Staff		
5201 Director of Instruction for Literacy	12 month	-
5202 Director of Instruction for Math	10.5 month	-
5203 Classroom Teachers	10.5 month	-
5204 Teaching Associates	10.5 month	-
5209 Gym Teacher	10.5 month	-
5210 Art Teacher	10.5 month	-
5211 Music/Movement Teacher	10.5 month	-
5214 Afterschool	12 month	-
Total 5200 Instructional Staff		-
5300 Special Education		
5303 Special Education/ELL Teacher	10.5 month	-
5304 Director of Student Services (RTI)	10.5 month	-
5305 Mental Health Counselor	10.5 month	-
5306 DASA/Discipline Coordinator		-
Total 5300 Special Education		-
5400 Incentive		
5402 Stipend		-
Total 5400 Incentive		-
Total 5000 Compensation		-
5500 Benefits		
5502 Social Security - EmployER Expense		-
5503 Social Security - EmployEE Clearing		-
5504 Medicare - EmployEE Clearing		-
5505 Medicare - EmployER Expense		-
5506 Federal Income Tax - Clearing		-
5507 State Income Tax Clearing		-
5508 NYC Income Tax - Clearing		-
5509 Metro NY-City Tax		1,200
5510 NY State Unemployment Insurance		-
5511 Worker's Compensation Expense	prepaid	-
5512 NY Disability		-
5513 Medical Insurance		-
5514 Dental Insurance		-
5515 STD, LTD, Life Ins		-
5516 Vision Insurance		-
5520 Retirement 401(K)/403(B) Fees		-
5521 TransitChek Fees - Clearing	employee funded	-
5522 Wage Garnishment - Clearing		-

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
Total 5500 Benefits		1,200
6100 Administrative Expenses		
6101 Office Supplies - General		-
6102 Office Furniture (Non Asset)		-
6106 Postage and Delivery		-
6107 Dues & Subscriptions		-
6108 Team Building/Staff Lunch & App		-
6109 Staff Travel		-
6110 Insurance - General	prepaid	-
6111 School Events		-
Total 6100 Administrative Expenses		-
6200 Professional Services		
6202 Audit Fees	post FY payment	-
6203 Payroll Services		-
6204 Legal Services - Paid		-
6207 Financial Management Services		-
6208 Custodian Services		-
6210 Substitute Teacher Services		-
6212 Non-Instructional Contractual Services		-
6213 Temporary Staffing Services		-
6218 NYCSI Services	post FY payment	-
6222 Security Services		-
Total 6200 Professional Services		-
6300 Professional Development		
6313 Instructional Staff PD		-
6314 Travel		-
6315 Non-Instructional Staff PD		-
6316 Montessori Consultation		-
6317 Non Montessori Consultation		-
6318 ELL/SPED PD		-
6319 SIS/TECH PD		-
6320b Summer Training		-
6321 Board Expenses		-
Total 6300 Professional Development		-
6400 Marketing and Staff/Student Rec		
6402 Staff Recruiting		-
6405 Advertising		-
Total 6400 Marketing and Staff/Student Rec		-
6500 Fundraising Expenses		
6502 Events		-
Total 6500 Fundraising Expenses		-
7100 Curriculum & Classroom Expenses		
7101 Classroom Supplies & Materials - Montessori		-
7102 Classroom Supplies & Materials - General		-
7104 Curriculum Textbooks & Other Curricula		-

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
7107 Educational Materials - Special Education		-
7108 NYSTL Expense	non cash	-
7109 NYSSL Expense	non cash	-
7110 NYSLIB Expense	non cash	-
7111 Library Books		-
7112 Standardized Test Materials/Assessment Expense		-
7113 Art/Music/Science Supplies - Science		-
7115 Sport Equipment		-
7116 Student Field Trips		-
7117 Food Service/School Meals		-
Total 7100 Curriculum & Classroom Expenses		-
8100 Facility		
8101 Rent	1 month prepaid	-
8101a Deferred Rent	deferred rent	-
8102 Utilities		-
8104 Repairs and Maintenance		-
8105 Miscellaneous Repairs		-
8106 Extermination Contract		-
Total 8100 Facility		-
8200 Technology/Communication Expense		
8201 Phone and Internet		-
8202 Mobile Phone Expense		-
8204 Network Maintenance/Tech Support Services		-
8205 Database Development Services (SIS)		-
8206 Website Consultants/Expenses		-
8207 Technology Supplies		-
8208 In-KindTECH	non-cash	-
Total 8200 Technology/Communication Expens		-
8800 Miscellaneous Expenses		
8801 Bank Service Charges		-
8802 Cash Flow Loan Interest/Fees		-
8804 Expense Suspense Account		-
Total 8800 Miscellaneous Expenses		-
8900 Depreciation Expenses	non-cash	-
Total Expenses		1,200

NYC Montessori Charter School

Budget vs. Actuals: FY2015-2016 Budget - FY16 P&L

July 2015 - June 2016

	Total	
	Actual	Budget
Income		
4100 State Grants	0.00	0.00
4101 Per Pupil Allocations	3,882,090.71	3,954,945.00
4101a Pre-K - Per Pupil Allocations	389,497.03	520,000.00
4102 Per Pupil Allocations for SPED	598,914.55	813,705.00
4103 NYSTL	19,618.00	16,601.00
4104 NYSSL	5,032.00	4,269.00
4105 NYSLIB	2,081.00	1,781.00
4108 Rent Relief	228,207.05	266,438.00
Total 4100 State Grants	**$ 5,125,440.34**	**$ 5,577,739.00**
4200 Federal Grants	0.00	0.00
4201 IDEA for Sp. Ed.	44,794.56	40,000.00
4202 E-Rate for Tech/Comm	8,749.09	5,587.00
4203 Title I	195,364.00	205,646.00
4204 Title IIA	6,311.00	6,297.00
Total 4200 Federal Grants	**$ 255,218.65**	**$ 257,530.00**
4300 Contributions	0.00	0.00
4302 Unrestricted Contributions	7,002.16	50,000.00
4303 In-KindTECH	0.00	3,000.00
Total 4300 Contributions	**$ 7,002.16**	**$ 53,000.00**
Total Income	**$ 5,387,661.15**	**$ 5,888,269.00**
Gross Profit	**$ 5,387,661.15**	**$ 5,888,269.00**
Expenses		
5000 Compensation	0.00	0.00
5100 Administrative	0.00	0.00
5101 Principal - EXECUTIVE DIRECTOR	61,875.00	123,750.00
5101A Instructional Principal	109,374.93	115,000.00
5102 Director of Operations	61,583.46	60,000.00
5103 Operations Associates	21,274.35	45,900.00
5103A Administrative Assistant	1,485.00	12,500.00
5104 Office Assistant	0.00	0.00
5105 Bus Matron	2,007.00	6,242.00

Grade	BUDGET	JUL	SEP	NOV	JAN	MAR	MAY	REC
K		51	52.000	74.500	50.500	51.000	49.550	
1		47	52.000	51.075	49.175	49.375	50.700	
2		48	50.000	55.025	47.850	48.375	48.450	
3		52	49.000	52.050	45.075	50.125	48.825	
4		48	48.000	47.100	42.200	42.550	41.725	
5		48	43.000	-	42.300	41.500	40.500	
Total GenEd	-	294	294.000	279.750	277.100	282.925	279.750	-
$ 13,877.00	$ -	4,079,838.00	4,079,838.00	3,882,090.75	3,845,316.70	3,926,150.23	3,882,090.75	-
		679,973.00	**679,973.00**	**630,536.19**	**618,278.17**	**658,694.93**	**614,635.46**	**(3,882,090.75)**
K		2	3	-	-	-	-	
1		-	1	-	3	3	3.000	
2		-	1	2	1	1	1.000	
3		2	1	2	2	2	2.500	
4		2	1	2	1	2	0.650	
5		2	2	-	2	2	2.000	
TOTAL (20-60%)	-	8	9	6	9	10	9.150	-
$ 10,390.00	$ -	83,120.00	93,510.00	60,262.00	93,510.00	98,964.75	95,068.50	-
K		7	3	11	1	2	2.175	
1		10	14	6	7	7	7.825	
2		6	12	7	4	3	3.775	
3		10	15	7	8	7	6.775	
4		6	8	3	4	4	3.900	
5		4	5	-	2	2	2.000	
Total (>60%)	-	43	57	34	26	25	26.450	-
$ 19,049.00	$ -	819,107.00	1,085,793.00	646,237.32	499,560.03	472,891.42	503,846.05	-
		902,227.00	1,179,303.00	706,499.32	593,070.03	571,856.18	598,914.55	-
		150,371.17	**205,786.37**	**87,585.45**	**49,775.68**	**39,168.76**	**66,227.13**	**(598,914.55)**
2,775	266,438.40	266,438	252,561	130,721	234,521	233,272	228,207	-
		44,406	**41,631**	**11,171**	**45,771**	**45,147**	**40,081**	**(228,207)**

Per Pupil Payment	Per Pupil Gen Ed Deposits	Per Pupil SPED Deposits	Per Pupil TOTAL	RENT PAYMENT	TOTAL DEPOSIT
Payment 1 (July-Aug)	679,973.00	150,371.17	830,344.17	18,702.67	**849,046.84**
Payment 2 (Sept-Oct)	679,973.00	205,786.37	885,759.37	46,256.67	**932,016.04**

Payment 3 (Nov-Dec)	630,536.15	87,585.45	718,121.60	43,481.50	**761,603.10**			
Payment 4 (Jan-Feb)	618,278.17	49,775.68	668,053.85	9,552.25	**677,606.10**			
Payment 5 (Mar-Apr)	658,694.93	39,168.76	697,863.69	43,862.69	**741,726.38**			
Payment 6 (May-Jun)	614,635.46	66,227.12	680,862.58	38,797.27	**719,659.85**			
Cash Received Jul-May	1,359,946.00	356,157.54	1,716,103.54	200,653.05				

Title I	Jessica Haas	Adia Keeler	Cecilia Peralta	Shera Dawn Hunt	Patricia McCarthy	Leini Peña	Nicholena Lovett	Jasmin Smith
	Head Teacher	Head Teacher	Head Teacher	Head Teacher	Head Teacher	Head Teacher	Head Teacher	Head Teacher
	4th / 5th	2nd / 3rd	2nd / 3rd	2nd / 3rd	2nd / 3rd	1st	1st	1st
	62,220.00	59,160.00	60,343.00	60,000.00	61,200.00	58,000.00	62,220.00	58,500.00
	15,555.00	14,790.00	15,086.00	14,750.00	15,300.00	14,500.00	15,555.00	13,750.00
	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.24
09/30/15	1,560.00	1,479.00	1,514.00	1,475.00	1,530.00	1,450.00	1,560.00	1,375.00
10/30/15	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
11/30/15	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
12/31/15	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
01/31/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
02/28/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
03/31/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
04/30/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
05/31/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
06/30/16	1,555.00	1,479.00	1,508.00	1,475.00	1,530.00	1,450.00	1,555.00	1,375.00
	15,555.00	**14,790.00**	**15,086.00**	**14,750.00**	**15,300.00**	**14,500.00**	**15,555.00**	**13,750.00**
	-	-	-	-	-	-	-	-

Robin Lillyreed	Doreen Baptise		
Reading Specialist	Coor RTI	Indrect Costs	
69,360.00	75,480.00		
34,680.00	37,740.00	3,658.00	**$ 195,364.00**
0.50	0.50		
3,468.00	3,774.00		19,185.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00	3,658.00	22,827.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
3,468.00	3,774.00		19,169.00
34,680.00	**37,740.00**	**3,658.00**	**195,364.00**
-	-	-	-

Title II			
	per day	day	
Robin Breiman	650.00	5	$ 3,250.00
Marie Duggan	815	3.75	$ 3,057.00
Indirect Costs			$ 4.00
			$ 6,311.00
Robin Breiman			(1,950.00)
Con Ed			(4.00)
Isoke Titilayo Nia			(4,357.00)
			-

this is a change for this year. they need to do a program amendment: draft a quick note on letterhead explaining the change and email to the Title I office in Albany	
PD Training: 12.03.15, 12.07.15, 12.10.15 (@ $1,800p/d)	

No Agenda Drafted
(meeting for August 2016)

New York City Montessori Charter School Board of Trustees

July 20, 2016 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:03pm. Ms. Grossman, Ms. Clay, Ms. Ergeneman, Mr. Mullane and Mr. Cohen were in attendance. Also in attendance was Principal Hayes.

The meeting was called to order. There were no public comments.

Next the board approved the minutes from the June meeting.

The board discussed the operations of the Board of Trustees, specifically efforts to add new members to the board. The board discussed criteria that candidates should fulfill and Ms. Grossman agreed to draft a write-up describing what the board was looking for and circulate the same. The August board retreat was discussed.

Next the board turned to committee reports. Ms. Clay gave the education committee report. The education committee is working closely with Principal Hayes on developing the School's Corrective Action Plan. Ms. Clay also discussed the Hostos intern program and the Principal evaluation and indicated to the board that the education committee would be delivering a draft principal's evaluation for review at the September or October board meeting.

Following the report of the education committee the board continued to discuss the Corrective Action Plan. Mr. Hayes discussed the impact of the school's designation as a priority school. Mr. Hayes indicated to the board that the target to be laid out in the Corrective Action Plan will be state proficiency level, not district.

Finally the board turned to discussing staff. Mr. Cohen requested information regarding staff and who would be returning. Principal Hayes indicated that everyone would be returning with the exception of possibly one staff member.

There being no further business before the board, the meeting was adjourned at 5:30pm.

Margaret B. Grossman

Secretary

NEW YORK CITY MONTESSORI CHARTER SCHOOL
FINANCIAL SUMMARY
As of July 31, 2016

LIQUIDITY

Cash in Operating Accounts	$	524,294	*Balances confirmed and reconciled*
Cash in Escrow Account	$	75,000	*Restricted*
Total Cash Available	**$**	**599,294**	

Projected days cash on hand **34** *days the school can meet operating expenses without any additional revenue*

BALANCE SHEET

Total Current Assets:	$	914,906	
Total Current Liabilities:	$	611,017	
Current Ratio:		1.50	*portion of school's current assets to cover s/t debts (should be greater than 1.00)*
Total Assets:	$	1,434,921	
Total Liabilities:	$	1,427,518	
Debt to Asset Ratio		0.99	*portion of school's assets financed by debt (should be lower than 1.00)*
Total Net Assets:	**$**	**7,403**	
Leasehold Improvements	$	-	
Furniture, Fixtures, & Equipment	$	42,000	
FISCAL YEAR - FIXED ASSETS	**$**	**42,000**	
		-	

ENROLLMENT

	PROJECTED	BUDGET	Variance	PROJECTED	BUDGET	Variance
General Education	294.000	294	-	$ 4,123,938	$ 4,123,938	-
Special Education	**PROJECTED**	**Budget**	Variance	**Projections**	**Budget**	Variance
20-59%	9.000	9	-	$ 93,510	$ 93,510	-
>60%	26.000	26	-	$ 495,274	$ 495,274	-
Total Special Education	35.000	35	-	$ 588,784	$ 588,784	-

BENCHMARKS	
Cash on Hand	
High Risk: < 1.4	
Low Risk: > 6 months (181 days)	
Med. Risk: 3-6 months (91-180 days)	
High Risk: < 3 months (90 days)	
Current Ratio	
Low Risk: > 3.0	
Medium Risk: 1.4-2.9	
High Risk: < 1.4	
Debt Ratio	
Good: <1	
Risky: >1	
Per Pupil Allocation	
$ 14,027	
$ 10,390	
$ 19,049	

REVENUE & EXPENSES

	PROJECTED	BUDGET	Variance
Revenue from operations :	5,905,327	5,905,327	-
Expenses from operations:	(5,708,369)	(5,829,856)	121,487
NET INCOME	**$ 196,958**	**$ 75,471**	$ 121,487

	PROJECTED	BUDGET
REVENUE per student	$ 20,086	$ 20,086
EXPENSES per student	$ (19,416)	$ (19,829)

PRIOR YEARS	FTE	REVENUE	EXPENSES	NET INCOME
2015-2016	278	5,415,809	5,566,006	$ (150,197)
2014-2015	259	5,238,775	5,199,084	$ 39,691
2013-2014	214	4,227,395	4,226,377	$ 1,017
2012-2013	153	3,105,842	3,415,529	$ (309,687)
2011-2012	103	2,000,807	1,932,931	$ 67,875
2010-2011	0	350,003	192,425	$ 157,578

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
SUMMARY PAGE
July 31, 2016

BUDGET v ACTUALS

	Actual	Budget	Variance	FY 16-17 Projected Actual	FY 16-17 Annual Budget	FY 16-17 Projected Variance
Revenue						
4100 State Grants	414,235	414,235	(0)	5,640,606	5,640,606	-
4200 Federal Grants	-	-	-	264,471	264,471	-
4300 Contributions	-	-	-	-	-	-
4400 Miscellaneous Income	-	21	(21)	-	-	-
Total Revenue	414,235	414,256	(21)	5,905,077	5,905,077	-
Expense						
5000 Compensation	52,933	56,563	(3,630)	3,045,173	3,044,086	1,087
5500 Benefits	18,381	49,424	(31,043)	593,938	593,092	846
6100 Administrative	5,579	6,869	(1,290)	83,442	82,412	1,030
6200 Professional Services	49,824	23,130	26,694	303,895	301,050	2,845
6300 Professional Development	1,721	6,458	(4,737)	77,500	77,500	-
6400 Marketing & Staff/Student Recruitment	409	250	159	3,409	3,000	409
7100 Curriculum & Classroom	1,022	8,931	(7,909)	130,533	130,533	-
8100 Facility Expenses	115,950	118,514	(2,564)	1,422,183	1,422,183	-
8200 Technology & Communication	1,984	2,905	(921)	34,858	34,858	-
8800 Miscellaneous	153	1,168	(1,015)	13,439	14,014	(575)
8900 Depreciation	-	-	-	-	127,128	(127,128)
Total Expense	247,957	274,212	(26,255)	5,708,369	5,829,856	(121,487)
Net Income	**166,278**	**140,044**	**26,234**	**196,708**	**75,221**	**121,487**

Annual Projected Cash Summary			
Net Income	196,958	75,471	121,487
Add Depreciation	-	127,128	(127,128)
Add Deferred Rent	(64,005)	(64,005)	-
Minus Fixed Assets	(45,336)	(42,000)	(3,336)
Cash Income	87,617	96,594	(8,977)

Balance Sheet Summary

Assets	
1000 Cash	599,294
1100 Accounts Receivable	161,759
1200 Prepaids/Other Current Assets	153,853
1200 Prepaids/Other Current Assets	-
1500 Fixed Assets	290,299
1700 Security Deposits	229,716
Total Assets	1,434,921
Liabilities	
2000 Accounts Payable	37,856
2400 Deferred Revenue/Refundable deposit	441,989
2100 Accruals	131,172
2700 Deferred Rent/Loan Payable	816,501
Total Liabilities	1,427,518
*Total Equity**	7,403
Total Equity/Liabilities	1,434,921

July 31, 2016	Total	Notes
ASSETS		
Current Assets		
Bank Accounts		
1000 Cash		
1010 Chase Operating Acct - 6538	519,087.46	
1011 Chase Debit Acct - 6520	5,205.44	
1012 Chase Savings Acct - 3601	1.00	
1013 Chase Escrow Acct - 6504	75,000.00	
Total 1000 Cash	**$ 599,293.90**	
Total Bank Accounts	**$ 599,293.90**	
Accounts Receivable		
1100 Accounts Receivable	5,170.56	
1101 Grants Receivable	156,588.89	
1103 Other Receivables	0.00	
Total 1100 Accounts Receivable	**$ 161,759.45**	
Total Accounts Receivable	**$ 161,759.45**	
Other current assets		
1200 Current Assets		
1201 Prepaid Expenses	122,476.33	Prepaid rent and Montessori summer courses
1202 Prepaid Insurance	25,919.44	General Liability Insurances
1204 Sales Tax Receivable	35.85	
1205 Retainer Funds	5,421.00	Legal retainer
Total 1200 Current Assets	**$ 153,852.62**	
1300 Due from South Bronx Overall Economic Dev Corp.	0.00	
1400 Undeposited Funds	0.00	
Total Other current assets	**$ 153,852.62**	
Total Current Assets	**$ 914,905.97**	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Computers and Hardware (Office)	19,705.06	
1511 Computers and Hardware (Pupil)	72,305.50	
1512 Furniture (Office)	30,021.12	
1513 Furniture (Pupil)	225,586.04	
1514 Equipment (Office)	56,861.65	
1515 Equipment (Pupil)	13,162.40	
1516 Software	2,126.26	
1518 Leasehold Improvements	226,100.15	
1519 Website	1,200.00	
1520 Architect Expenses	9,000.00	
1600 Accumulated Depreciation		
1610 Accum. Depr. - Comp. & Hardware (Office)	-19,392.00	
1611 Accum. Depr. - Comp. & Hardware (Pupil)	-42,278.00	
1612 Accum. Depr. - Furniture (Office)	-20,177.00	
1613 Accum. Depr. - Furniture (Pupil)	-135,232.00	
1614 Accum. Depr. - Equipment (Office)	-55,846.00	
1615 Accum. Depr. - Equipment (Pupil)	-8,895.00	
1616 Accum. Depr. - Software	-2,126.00	
1618 Accum. Depr. - Leasehold Improvements	-77,990.00	
1619 Accum. Amort. - Website	-833.00	
1620 Accum Amor - Architect Expenses	-3,000.00	
Total 1600 Accumulated Depreciation	**-$ 365,769.00**	
Total 1500 Furniture, Fixtures & Equipment	**$ 290,299.19**	
Total Fixed Assets	**$ 290,299.19**	
Other Assets		
1700 Security Deposits	229,716.00	Lease and Con Ed. deposits

Total Other Assets	**$ 229,716.00**	
TOTAL ASSETS	**$ 1,434,921.16**	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	37,855.91	
Total Accounts Payable	**$ 37,855.91**	
Other Current Liabilities		
2100 Accrued Expenses	14,500.00	Accrued audit fees
2200 Accrued Salaries	116,672.34	Accrued salaries for 8/15 payrolls
2300 Unearned/Deferred Revenue	441,988.89	Per pupil for August
2400 Refundable Advance	0.00	
Total Other Current Liabilities	**$ 573,161.23**	
Total Current Liabilities	**$ 611,017.14**	
Long-Term Liabilities		
2600 Deferred Rent	816,501.00	
2700 Loan Payable	0.00	
Total Long-Term Liabilities	**$ 816,501.00**	
Total Liabilities	**$ 1,427,518.14**	
Equity		
3000 Net Assets	-158,874.99	
Net Income	166,278.01	
Total Equity	**$ 7,403.02**	
TOTAL LIABILITIES AND EQUITY	**$ 1,434,921.16**	

Grade	BUDGET	JUL	SEP	NOV	JAN	MAR	MAY	REC
K	52	52	52					
1	50	50	50					
2	50	50	50					
3	50	50	50					
4	46	46	46					
5	46	46	46					
Total GenEd	294	294	294.000	-	-	-	-	-
$ 14,027.00	$ 4,123,938.00	4,123,938.00	4,123,938.00	-	-	-	-	-
		687,323.00	**687,323.00**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**	**-**
K	-	-	-					
1	3	3	3					
2	1	1	1					
3	2	2	2					
4	1	1	1					
5	2	2	2					
TOTAL (20-60%)	9	9	9	-	-	-	-	-
$ 10,390.00	$ -	93,510.00	93,510.00	-	-	-	-	-
K	2	2	2					
1	8	8	8					
2	3	3	3					
3	6	6	6					
4	5	5	5					
5	2	2	2					
Total (>60%)	26	26	26	-	-	-	-	-
$ 19,049.00	$ 28,054.00	495,274.00	495,274.00	-	-	-	-	-
		588,784.00	588,784.00	-	-	-	-	-
		98,130.67	**98,130.67**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**	**-**
2,775	255,336.80	255,337	255,337	-	-	-	-	-
		42,556	**42,556**	**(21,278)**	**(21,278)**	**(21,278)**	**(21,278)**	**-**

Per Pupil Payment	Per Pupil Gen Ed Deposits	Per Pupil SPED Deposits	Per Pupil TOTAL	RENT PAYMENT	TOTAL DEPOSIT
Payment 1 (July-Aug)	687,323.00	98,130.67	785,453.67	43,016.13	**828,469.80**
Payment 2 (Sept-Oct)					**-**

EFFECTIVE GOVERNANCE: THE ULTIMATE GOAL

Presented by: Jill E. Shahen

WELCOME

Northeast Charter Schools Network:

Who we are and what we do:

NECSN's mission is to support and expand New York's and Connecticut's quality public charter school movement.

What are our goals for today?

We will learn to set measurable goals and discuss the questions you need to ask as an effective board.

THE MOST IMPORTANT RESPONSIBILITIES OF THE BOARD - OUTCOMES

- *Academic success for all students*
- *Strong financial oversight*
- *Ensuring compliance and reporting per the charter agreement to the authorizer*
- *Community and Parent Relationships are clearly defined.*
- *Strategic planning – long and short term*

How does a board gather all the information they need to drive informed decision making?

THE BIGGEST ISSUES FACING CHARTER SCHOOLS WITH SHORT TERM RENEWALS

1) *Data for the renewal term.*
2) *Stability in staff and board.*
3) *Relationship with authorizer.*
4) *Relationship with the school leader.*
5) *Fundraising: What are the goals and the priorities for funds collected?*

School Culture and Academics
Community and Parent Relationships
YOUR CHARTER SCHOOL
Organizational Leadership and Governance
Operational Effectiveness and Compliance
Financial Integrity and Soundness

ACADEMICS

- *Student Growth over time*
- *State Mandated Assessments and Screening Tools*
- *Classroom Based Assessments*
- *What the authorizer requires*
- *For all – comparison to other schools "like" yours*

THE BIG DIFFERENCE – ACADEMICS

Strong Board Governance

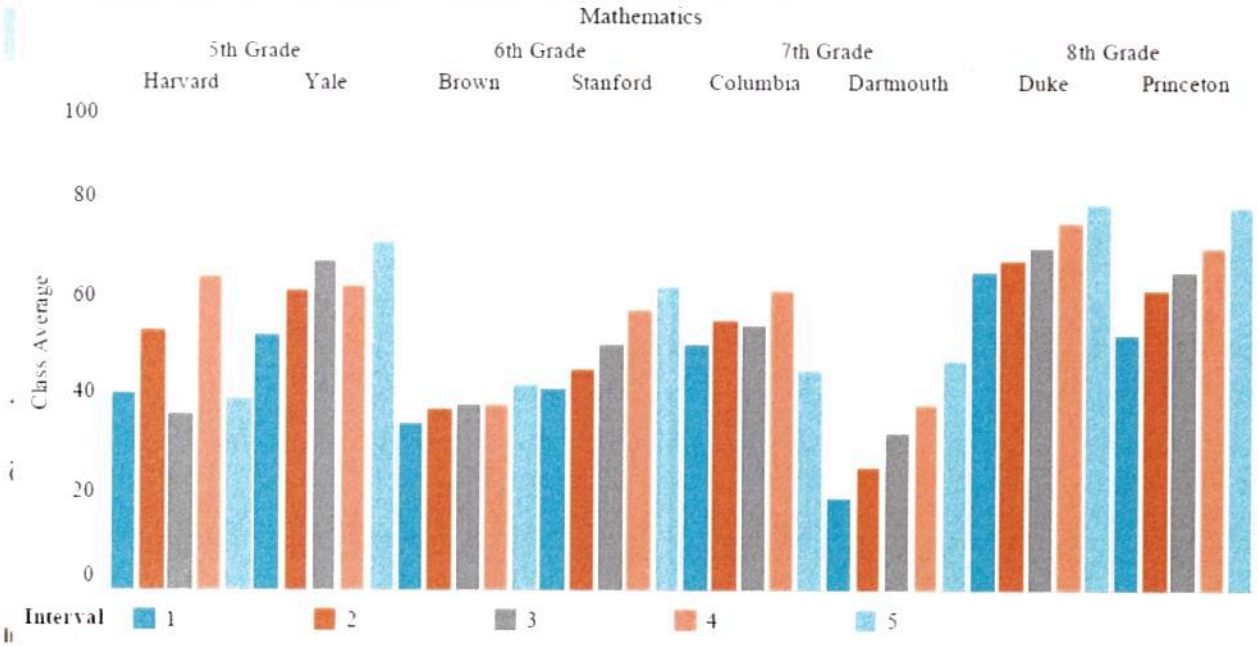
- *Creates a strong data culture, asking the academic leader for information rather than just relying on the leader to provide the data.*
- *Knows the assessment program used in the school and how often students are assessed.*
- *Knows how many students come into the school below proficiency.*
- *Works to adjust program based on testing/academic outcomes.*

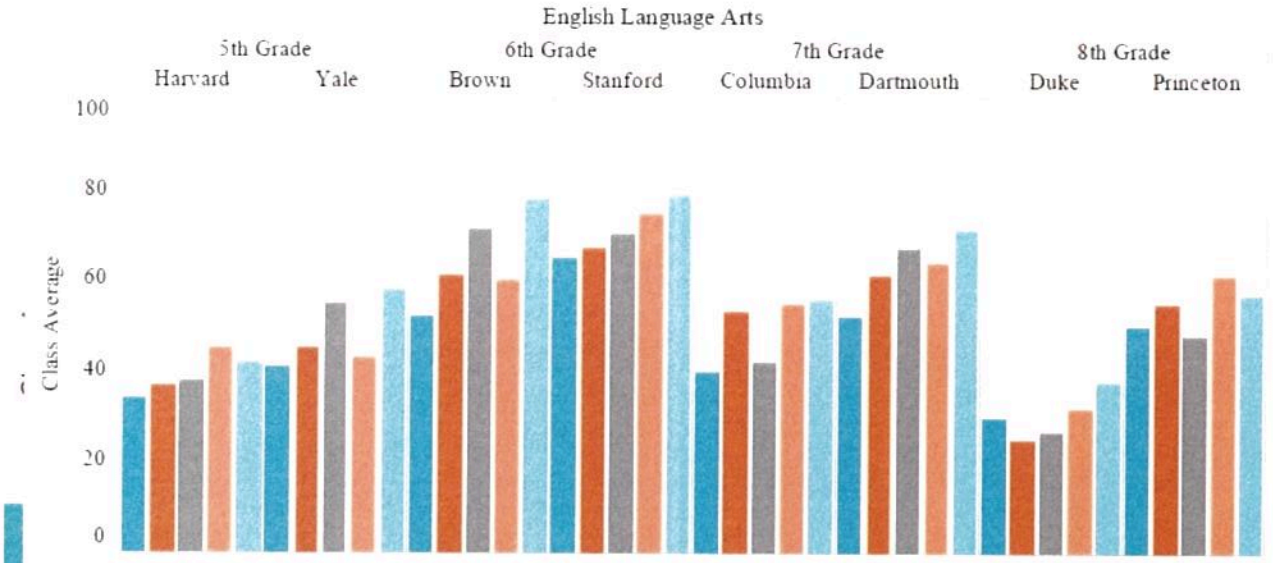
Weak Board Governance

- *Only looks at one data set a year – normally state test results.*
- *Does not look at growth over time nor are they aware of student cohort data.*
- *Relies solely on the school leader for the data they receive monthly.*
- *Is not aware of the student population and their academic needs.*

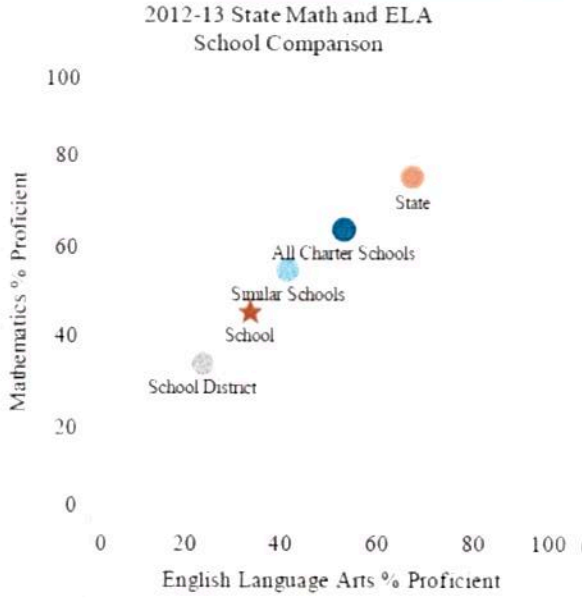
Academic

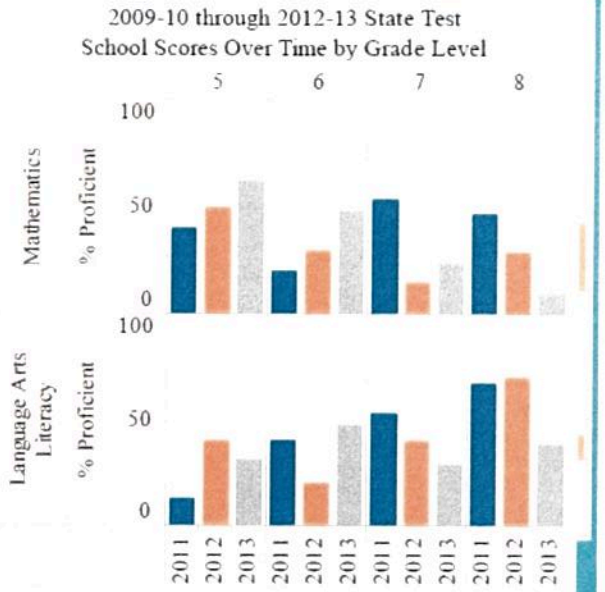
Interim Assessment Results





State Assessment Results





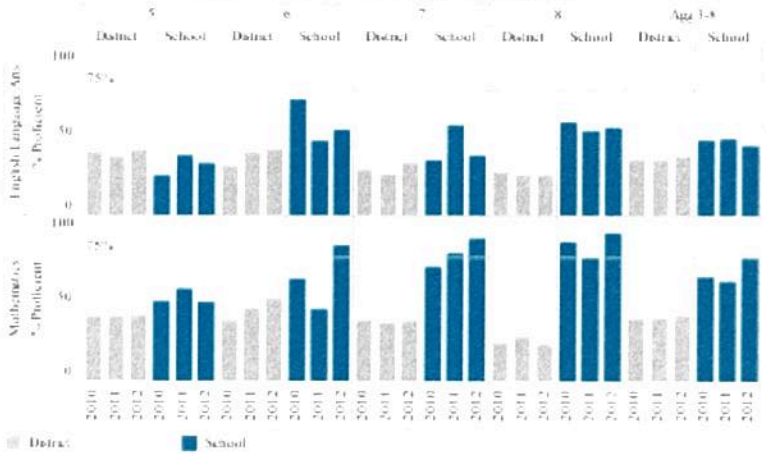
Academic Year End Summary

Academic Goals

		ELA			Math		
		2010	2011	2012	2010	2011	2012
Absolute	75% Proficient on State Exam	No	No	No	No	No	Yes
	Performance Index meets Annual Measurable Objectives (AMO)	No	Yes	Yes	Yes	Yes	Yes
Comparative	% Proficient greater than the local school district	Yes	Yes	Yes	Yes	Yes	Yes
	School exceeds its predicted level of performance compared to similar schools by small Effect Size	Yes	Yes	Yes	Yes	Yes	Yes
Growth	Each grade-level cohort reduces by half the gap between prior year's percent at Levels 3 & 4 and 75% Proficient	No	No	No	No	No	Yes

State Tests

Schools Performance Over Time compared to District



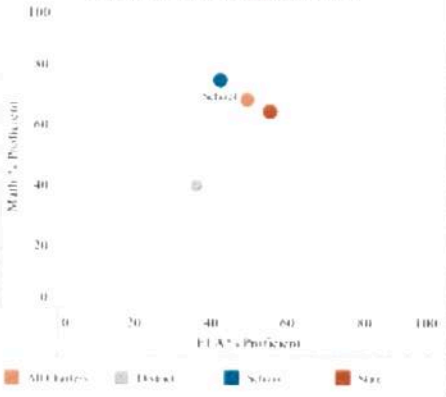
Nationally Normed Assessment Average NCE scores Based on a Spring Administration

	Language Arts				Math			
Year	5	6	7	8	5	6	7	8
2010								
2011								
2012								

Spring Average NCE

35.00 — 65.00

2012 State ELA and Math Comparison



Key Points and Goals moving forward

* ELA achievement is weak, we need to strengthen Interim Assessment Program to better prepare students for the State Tests, especially ELA.

* School performed better than the state in Math by 10 percentage points, and below the state in ELA by 15 percentage points.

* Need to increase yearly growth in ELA which is apparent from the Nationally normed ELA NCE scores trending below 50.

ORGANIZATIONAL LEADERSHIP AND GOVERNANCE

ALIGNMENT WITH THE CHARTER

Important Items –

- *Clarity in roles and responsibilities*
- *Operational Effectiveness*
- *Community and Parent Relationships*
- *Conflicts of Interest*
- *Policies and Procedures*
- *By-Laws*
- *Creating a board manual*
- *Grievances*
- *School Leader Evaluations*
- *Board Evaluations and Individual Trustee Evaluations*
- *Hiring Policies*
- *Strategic Planning*
- *Strategic Planning*

STRATEGIC PLANNING

Strong Board Governance

- *The Board has begun to work on a short-term strategic plan and will begin the long term plan as soon as possible.*
- *The plan will be updated as needed taking into consideration any data that is collected.*
- *At a minimum the plan is looked at annually.*
- *Professional development for the board is included in our short and long term plans – finance, academics, general board governance training.*
- *Understands it needs data to actually create the plan.*
- *Includes succession planning.*

Weak Board Governance

- *The board has not discussed strategic planning.*
- *The board does not believe it needs any special training.*
- *Believes it is up to the school leader and staff to lead the way and show the board what direction the school needs to move.*
- *Believes the decisions about the future of the school can be made by one or two board members rather than the full board.*

FINANCIAL INTEGRITY AND SOUNDNESS

FINANCIAL OVERSIGHT

Strong Board Governance

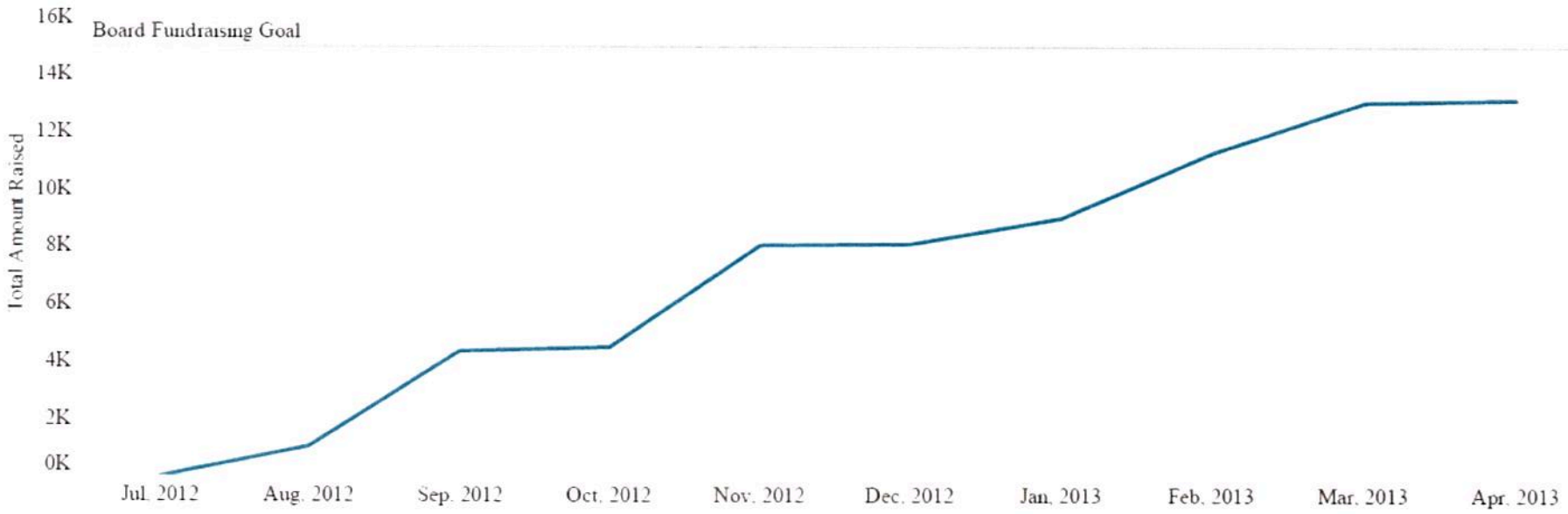
- *Knows the per pupil allocation and how many students are needed to be fiscally viable.*
- *Rather than just read the budget at the board meetings, all trustees know and understand the financial obligations of the charter school including the audits.*
- *Knows a board must fundraise as a matter of good practice and in some cases necessity.*
- *Is aware of cash flow and makes adjustments accordingly.*

Weak Board Governance

- *Doesn't know the per pupil allocation or how many students are needed for the school to be fiscally viable.*
- *Only looks at the annual audits and rather than create its own action plan trustees rely on the school to define the changes.*
- *Fundraising is not in the plans.*
- *Thinks cash flow is based on business as usual and doesn't take into consideration emergencies.*

Financial

Board Fundraising Goals

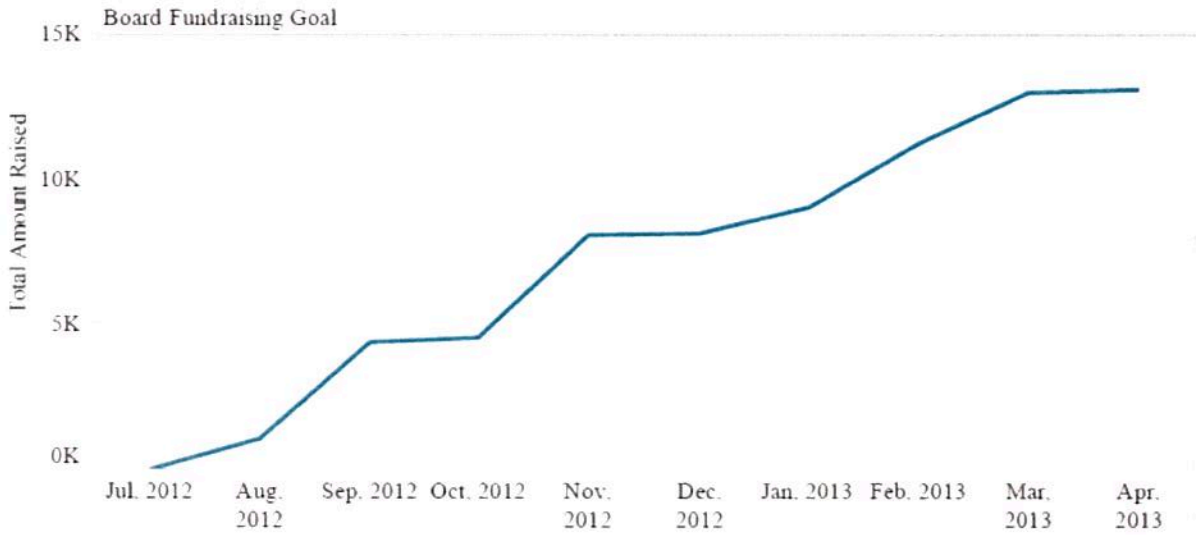


Expenses

Category (Q4-2013)	Budget	Expenses	Difference
Association Membership Fee	4,500	4,500	0
Benefits and Payroll Taxes	80,000	79,736	264
Consultants and Purchased Services	16,000	17,555	-1,555
Marketing & Recruitment	4,500	4,355	145
Regular Education	603,500	604,183	-683
SPED	27,350	26,947	403
Staff Development	2,500	3,000	-500
Student Supplies, Materials & Services	100,950	100,795	155
Total Salaries and Staff	445,000	442,911	2,089

Financial Year End Summary

Board Fundraising Goals



Goal: School's Board will raise 15,000 each school year.

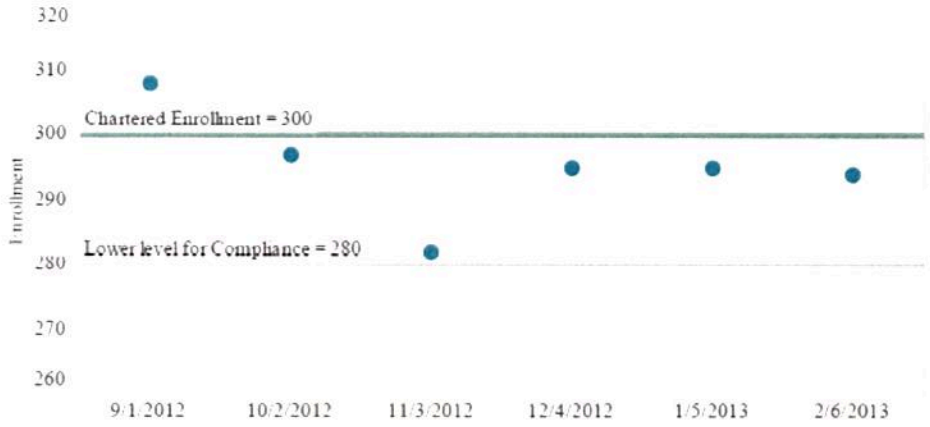
Key Issues and Goals moving Forward

* Board needs to work harder to reach or surpass the fundraising goal.

* Student enrollment continues to fluctuate during the school year. we need to work on maintaining our enrollment in order to keep our cash flow heading in the right direction

Goal: Schools enrollment will never fall below 280 students. and will remain close to 300 students throughout the school year.

Student Enrollment
2012-13 School Year



Board audit came back with the following management recommendations:
1. Decrease the threshold for discretionary leadership spending without board approval.
2. Follow procedures for fingerprint clearance for new hires consistently.
3. Follow procedures for background checks for new hires consistently
4. Create reporting mechanism for accounts payable to decrease the liklihood of incurring late payment expense.

Student average daily attendance rate will be higher than the state's average daily attendane rate.

Attendance Rates

	2010-11	2011-12	2012-13
School	93	94	96
State	93	93	93

Student attrition rate will not surpass 20% yearly.

Attrition

	2010-11	2011-12	2012-13
Student	45%	33%	26%
Teacher	30%	15%	8%

OPERATIONAL EFFECTIVENESS AND COMPLIANCE

COMPLIANCE AND YOUR AUTHORIZER

Strong Board Governance

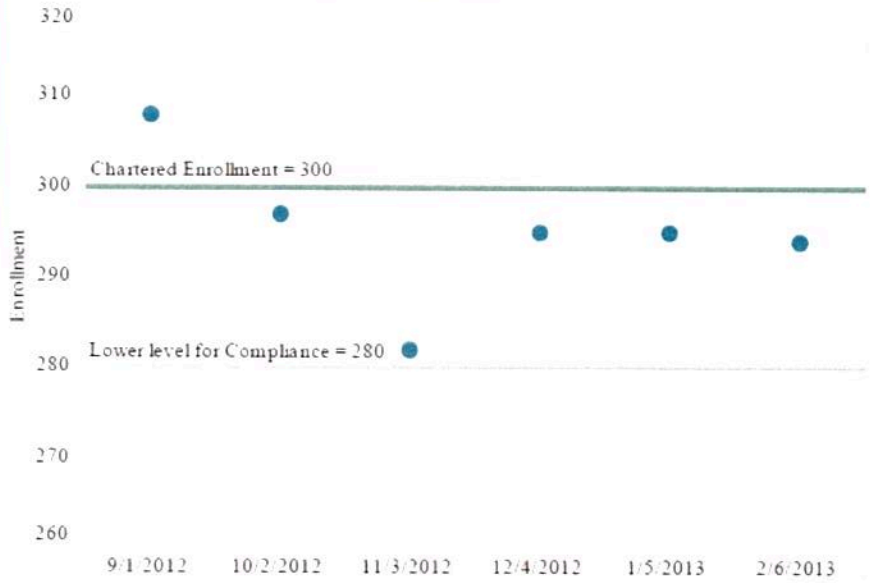
- *Knows what's in the charter agreement and is complying with the authorizer requirements are.*
- *Reviews policies annually taking into consideration comments from the school leader and school staff.*
- *Tracks student enrollment and attrition and teacher attrition and has a long term plan to retain students and teachers.*
- *Makes changes according to data collected.*

Weak Board Governance

- *Is unaware of the regulatory responsibilities of the charter school.*
- *Relies solely on the school leader and school staff to handle compliance and changes to the policies.*
- *Relies on the school staff to monitor teacher and student attrition and allows the schools to make decisions without prior consent of the board.*
- *Doesn't collect non academic data*

Operations

Student Enrollment
2012-13 School Year



Student Population

	Sept	Oct	Nov	Dec	Jan	Feb
Average Daily Attendance Rate	92%	92%	94%	91%	88%	92%
% Students on Honor Roll	10%	15%	20%	30%	30%	32%
% Free & Reduced Lunch	80%	78%	78%	81%	81%	81%
% Limited English Proficiency	4%	3%	2%	2%	2%	2%
% Students With Disabilities	17%	13%	13%	14%	14%	14%

Staff

	Sept	Oct	Nov	Dec	Jan	Feb
Staff Attendance	97%	95%	91%	84%	96%	93%

Student Disciplinary Measures

	Sept	Oct	Nov	Dec	Jan	Feb
# After School Detentions	167	101	85	115	152	72
# Lunch Detentions	278	183	135	129	178	121
# In School Suspensions	65	35	25	31	50	29
# Out of School Suspensions	8	15	7	11	9	4
Expulsions	0	0	2	1	0	0
Referrals to Office	1,100	967	503	487	735	416

Parent & Family Participation

	Sept	Oct	Nov	Dec	Jan	Feb
% Families Attending P.T.A. Meeting	22%	33%	50%	38%	39%	31%
% Families Attending School Events	60%	68%	80%	79%	71%	62%
% Families Volunteering in School	5%	5%	8%	7%	11%	9%

PARENT AND COMMUNITY RELATIONSHIPS

COMMUNITY AND PARENT RELATIONSHIPS

Strong Board Governance

- *Is responsible for recruitment, enrollment and outreach.*
- *Knows how many parents are involved with the school.*
- *Participates in school events.*
- *Has a consistently updated website and knows the important information regarding the school is available to parents and the community at large.*
- *Has a way to work with the community; inviting people to see the school and promoting the efforts of the students often.*
- *Is aware the school community and community at large play a role in the school's success.*

Weak Board Governance

- *Does not believe recruitment is part of the boards job.*
- *Does not attend events at the school.*
- *Is unaware of the what communication tools are available to them and the school.*
- *Does not visit the school.*
- *Does not know that community building is a non-academic goal.*

PARENT AND COMMUNITY RELATIONSHIPS

What should we track?

- *How many families attend functions at the school?*
- *How many families fill out yearly school evaluations?*
- *Did teachers provide feedback in relation to the school leaders evaluation?*
- *Are we publicizing our school in a positive way?*
- *Is our marketing working?*
- *Why do students leave our school?*
- *How much money did we fundraise for "extras" for our school?*
- *How do our parents get information about the academic scores and is that information conveyed in a way that information is understandable to all?*

FOCUSING ON THE RIGHT THINGS

- *Asking the important questions*
- *Understanding you are responsible for the success of the school*
- *Knowing the obligations of the charter authorizer*

FROM THIS DAY FORWARD.....

Recognize a data dashboard is the best way to gauge progress on your academic and non-academic goals.

Ask the questions you've never asked before

Understand the success of the school relies on the strength of the board.

WRAPPING IT UP FOR THE DAY

What would you like more information on or do you need further clarity on?

Do you believe you have a better idea of what you need to monitor?

THANK YOU AND I WISH YOU SUCCESS

Jill Shahen – Managing Director

For More Information:

[redacted]

NORTHEAST
CHARTER SCHOOLS NETWORK

new york city montessori charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th Street, Bronx, New York 10454
September 21, 2016
4:00 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—May 2016 (2 minutes)

IV. Principal's Report (30 minutes)
- Dashboard Review

V. Committee or Task Force Reports (20 minutes)
- Building and Grounds Committee Report
- Education Committee
- Finance Committee Report
- Family Association Report

VI. Adjournment

New York City Montessori Charter School Board of Trustees

August 24, 2016 4:00 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:00pm. Ms. Grossman, Ms. Clay, Dr. DeSantos and Mr. Cohen were in attendance. Also in attendance was Principal Hayes.

The meeting was called to order. There were no public comments.

Next the board approved the minutes from the July meeting.

Principal Hayes gave the Principal's report. Mr. Hayes discussed hiring a Montessori-trained teacher as the director of curriculum and instruction, promoting a teacher to the role of instructional coach and generally discussed the composition of the leadership team. Next Mr. Hayes discussed teacher professional development. Principal Hayes discussed the focus on combining the Montessori approach with the common core with an emphasis on planning and curriculum. Principal Hayes further discussed partnerships and collaborations including with West Side Montessori with the goal of getting more financial support and training from the Montessori world.

Next the board discussed enrollment and Ms. Grossman asked about the 12-1-1 class. Principal hayes responded that the program has been renamed the "Innovative Program" with each Innovative Program classroom having one Montessori trained teacher and one special education teacher.

The board then turned to the school's budget. The board discussed repayment of the SPED budgetary inconsistencies.

Next the education committee gave its report and discussed the corrective action plan, the principal evaluation and collaboration with Hostos.

There being no further business before the board, the meeting was adjourned at 5:00pm.

Margaret B. Grossman

Secretary

new york city
montessori
charter school

PRINCIPAL'S REPORT

It is with great joy and optimism that I am able to craft this report. We have been burning the candle at both ends as a team and family but I am happy to now have the opportunity to report on the amazing work happening here at NYCMCS.

Our overarching focus for this year is truly ensuring that we are doing our very best to ensure that our students matriculate prepared with the skills they need to be successful academically and as members of the global community. In addition, we are deliberately ensuring that we enhance the quality of our educational programming by prioritizing our student's needs while also providing the development needed for our teachers and support staff. It is with these particular choices in mind that we have been shaping our decision making and systems in all departments.

Below I have broken our work up into the following categories: Preparation, Data Gathering and Reporting, Instruction, Staff Development and Accountability, School Culture, and Special Education. The purpose for this format is to show the correlation between the goal above and the creation of a healthy, caring, and rigorous school environment.

Preparation

1. **Teacher Summer Institute**
    a. We are now at the conclusion of our summer teacher training and we are very satisfied with the work teachers did for the summer. The leadership team led various sessions whose work products have created the basis for a Montessori public school handbook of sorts.

Data Gathering and Reporting

1. **Baseline Testing**
    a. Students are in the midst of the testing cycle. All baseline and benchmark testing has been scheduled and those calendars shared with the staff and parents. Attached to this report you will find the school and assessment calendar.
2. **F&P Testing**
    a. Teachers are now finishing their F&P reading assessments and those scores will be shared next month. This month's scores will be used as the baseline for reading growth for the year.

Instruction

1. **Curriculum Alignment**
    a. One of our goals for this year is to further ensure the alignment of our Montessori materials, curriculum and practice with best practices implemented by schools who are navigating the CCLS implementation successfully. This is a very challenging process that we have worked to rectify through a new set of pacing guides that align the CCLS timing for instruction used in the framework of Engage NY and the Montessori Continuum. In addition to this document we have added a teacher coaching component around the Montessori materials. Teachers regardless of training are receiving instruction in the use of the Montessori Materials and continuum. All grade levels are participating in the great lessons and working to ensure that all students are receiving a Montessori experience while being given rigorous instruction.

School Culture

1. Discipline Get a positive discipline policy
    a. The discipline policy and response protocol have been revised for this year (attached).

Special Education

1. **Cooperation with the CSE**
    a. The Director of Student Support Sabita Basu has been working tirelessly with the CSE to ensure that each of our students are receiving the services they need while also making sure all records show that we are in compliance where special education is concerned.
    b. We are working to secure a weekly visit from the CSE to perform evaluations, IEP meetings, and family information meetings to ensure that our parents and students are more informed than ever and are able to advocate for themselves and be active participants in their education.
    c. We are discussing the need to contact the state as we have various students who are not being seen by the CSE in the ways that they should.
2. **Service Shifts**
    a. Currently we are working with the CSE to reclassify our 12:1:1 classrooms as Innovative Programs. This will allow us some much needed flexibility when it comes to servicing students.
3. **Enhanced Student Information Tracking**
    a. We are also working to improve our information housing and gathering. Sabita is creating a master database that tracks all of the information about all of our students with special needs. This tracker will be instrumental in our ability to track, support, and advocate for our students.

New York City Montessori Charter School

2016-17 School Calendar

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

February 2017

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

March 2017

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

April 2017

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

May 2017

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

June 2017

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

July 2017

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

CALENDAR KEY

First/Last Day of School
School Closed/Holidays
Teacher In-Service. NO STUDENTS
State Test Administration
Parent Teacher Conferences
End of the Trimester
End of the Report Period
PreK Dates
School Events

Calendar Details

Date(s)	Details
Aug. 15- Sept. 2	Summer Teacher Orientation
Sept. 1-2	PreK Phase in Days
Sept. 5	School Closed (Labor Day)
Sept. 6	First Day of School (All Students)
Sept. 12	School Closed (Eid Al-Adha)
Oct. 3-4	School Closed (Rosh Hashanah)
Oct. 10	School Closed (Columbus Day)
Oct. 12	School Closed (Yom Kippur)
Oct. 14	End of Report Period 1
Nov. 8	School Closed for students (Teacher PD Day-Election Day)
Nov. 11	School Closed (Veteran's Day)
Nov. 15	Picture Day
Nov. 22	Thanksgiving Celebration
Nov. 23-25	School Closed (Thanksgiving)
Nov. 28	End of Trimester 1
Nov. 30- Dec. 1	Parent Teacher Conferences
Dec. 26-Jan. 2	Winter Recess
Jan. 13	End of Report Period 3
Jan. 16	School Closed (Martin Luther King Jr. Day)
Feb. 20-24	School Closed (Mid-Winter Recess)
Mar. 4	Family Fun Day
Mar. 10	End of Trimester 2
Mar. 15-16	Parent Teacher Conferences
Mar. 28-30	State Test Administration- 3-8 English Language Arts
Apr. 10-18	School Closed (Spring Break)
Apr. 19-May 19	State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing
May 2-4	State Test Administration- 3-8 Mathematics
May 5	End of Report Period 5
May 24- June 2	State Test Administration- Grade 4 Science Performance Test
May 29	School Closed (Memorial Day)
June 5	State Test Administration- Grade 4 Science Written
June 8	School Closed for students (Teacher PD Day- Chancellors Day)
June 26	School Closed (Eid Al-Fitr)
June 28	Last Day of School for Students
June 29-30	Teacher EOY PD

New York City Montessori Charter School

2016-17 School/Assessment Calendar

August 2016

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

September 2016

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October 2016

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November 2016

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December 2016

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January 2017

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February 2017

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March 2017

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April 2017

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May 2017

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28	29	30	31			

June 2017

Su	M	Tu	W	Th	F	S
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July 2017

Su	M	Tu	W	Th	F	S
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29	30	31				

CALENDAR KEY

	First/Last Day of School
	School Closed/Holidays
	Teacher In-Service. NO STUDENTS
	State Test Administration
	Parent Teacher Conferences
	End of the Trimester
	End of the Report Period
	PreK Dates
	Baseline/Benchmark Testing

Calendar Details

Date(s)	Details
Aug. 15- Sept. 2	Summer Teacher Orientation
Sept. 1-2	PreK Phase in Days
Sept. 5	School Closed (Labor Day)
Sept. 6	First Day of School (All Students)
Sept. 6-23	F&P Assessment Window
Sept. 12	School Closed (Eid Al-Adha)
Sept. 13-23	Baseline Testing (English and Math)
Oct. 3-4	School Closed (Rosh Hashanah)
Oct. 10	School Closed (Columbus Day)
Oct. 12	School Closed (Yom Kippur)
Oct. 14	End of Report Period 1/ End of Coaching Cycle 1
Oct. 14	Progress Reports Due
Nov. 8	School Closed for students (Teacher PD Day-Election Day)
Nov. 11	School Closed (Veteran's Day)
Nov. 21- Dec. 2	F&P Assessment Window
Nov. 22	Report Cards Due
Nov. 23-25	School Closed (Thanksgiving)
Nov. 28	End of Trimester 1/ End of Coaching Cycle 2
Nov. 28- Dec. 9	Benchmark Testing (English and Math)
Nov. 30- Dec. 1	Parent Teacher Conferences
Dec. 26-Jan. 2	Winter Recess
Jan. 13	End of Report Period 3/ End of Coaching Cycle 3
Jan. 13	Progress Reports Due
Jan. 16	School Closed (Martin Luther King Jr. Day)
Feb. 20-24	School Closed (Mid-Winter Recess)
Mar. 10	End of Trimester 2/ End of Coaching Cycle 4
Mar. 10	Report Cards Due
Mar. 13-24	Benchmark 2 Testing (English and Math)
Mar. 13-24	F&P Assessment Window
Mar. 15-16	Parent Teacher Conferences
Mar. 28-30	State Test Administration- 3-8 English Language Arts
Apr. 10-18	School Closed (Spring Break)
Apr. 19-May 19	State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing
May 2-4	State Test Administration- 3-8 Mathematics
May 5	End of Report Period 5/ End of Coaching Cycle 5
May 5	Progress Reports Due
May 24- June 2	State Test Administration- Grade 4 Science Performance Test
May 29	School Closed (Memorial Day)
June 5	State Test Administration- Grade 4 Science Written
June 8	School Closed for students (Teacher PD Day- Chancellors Day)
June 12-16	F&P Assessment Window
June 12-23	Baseline Testing (English and Math)
June 16	Report Cards Due/ End of Coaching Cycle 6
June 22	5th Grade Move Up Ceremony
June 26	School Closed (Eid Al-Fitr)
June 28	Last Day of School for Students
June 29-30	Teacher EOY PD

Innovative classroom Draft description

The New York City Montessori Charter School has formed what it believes is a more effective Special Education classroom design, which is being identified as an "innovative" classroom, for a small group of students with specific needs.

Classroom Description

The classroom will have a Montessori approach, and a collaborative teaching/learning environment targeted towards Special Education students who have specific learning and/or behavior needs and require, for a transitory period of one or two years, more intense and specific interventions than is possible in their current placement. It is to be noted that 50% or more of the "innovative" program students have a 12:1:1 IEP placement.

A Special Education Teacher, assisted by an experienced and Montessori trained Teaching Assistant, will lead the classroom. The TA will provide instruction and support under the guidance of the classroom teacher. Other classrooms may have a General Education and a Special Education teacher, team teaching. The classes will be capped at 12 students.

As per New York City Montessori Charter School's charter, the classes will be mixed grade (K/1, 2/3, 4/5), and if necessary may span 3 grades.

This classroom design is deemed to be effective for a diverse student group with varying abilities, maturity levels, and differing academic strengths and challenges. It is considered that students will benefit from this varied environment. Students will also benefit in later school years having had the opportunity of participating, in their primary years, in a program that focuses on and attempts to resolve learning and behavioral issues early on.

"Innovative" classroom students are individually considered and selected because they require smaller settings, higher teacher-student ratio, more intense differentiation and accommodations, more concentrated behavior interventions than is possible in an ICT or general education with SETTS/Related Services environment.

Curriculum

The content, methodology, and delivery of instruction will be adapted to ensure that the general curriculum is accessible to the students, and they have the opportunity to meet the educational standards that apply to all students. It is precisely to ensure this that an "Innovative" classroom option is being considered.

Students

The students will be screened and selected by a team of Special Education teachers, the Principal and the Assistant Principal, Student Services. The candidates are students with IEPs, who may have any of the following placements.

- 12:1:1 (more than 50%)
- 12:1
- ICT

- General Education classroom, with SETTS and Related Services

Placement in the "innovative" program is individually determined and only considered when it is apparent that a student is struggling significantly, and cannot be educated acceptably in their placement environment. It is expected that the students will transition to their IEP placement environments in the subsequent year or in two academic years.

Parents

The parents of the students will be involved in the decision process and the students will be placed in the "innovative" program only upon their consent.

new york city montessori charter school

NYCMCS 2016-17 DISCIPLINE POLICY

The school-wide code of conduct upholds the Montessori values of grace, courtesy, respect and responsibility and is based on the following rights and responsibilities of the student.

All members of the school community—students, staff, and parents—must know and understand the standards of behavior that all students are expected to live up to and the consequences if these standards are not met.

The Discipline Policy provides a description of conduct. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures that NYCMCS may use to address misbehavior. Also included is the Code of Conduct.

The Discipline Policy applies to all students.

RIGHTS	RESPONSIBILITIES
Students have the right to learn.	**Students have the responsibility to participate actively and be responsible learners.** For example, students should: *always try their best* *be on time and ready to work* *stay focused and avoid distracting others* *complete assignments and follow directions*
Students have the right to be respected.	**Students have the responsibility to respect others (not to bully, tease, pick on, or harass others).** For example, students should : *be polite and wait their turn* *use kind words* *use good listening skills* *be honest and tell the truth*
Students have the right to be safe	**Students have the responsibility to behave in a safe manner and to protect the safety of others.** For example, students should : *walk calmly; no running in the hallways* *stay in the designated areas within the school* *play games safely* *report dangerous situations to staff*
Students have the right to privacy and security of their personal space and property.	**Students have the responsibility to respect the property and privacy of others (students, staff and community).** For example, students should : *not touch other people's property without permission* *respect other people's personal boundaries* *ask before photographing/recording someone*
Students have the right to use school installations, equipment and property.	**Student have the responsibility to use the school's equipment, installations and property according to all applicable rules and with care and respect.** For example, students should : *clean up after themselves* *ask before borrowing* *return materials promptly and neatly*

EXPECTATIONS

Behavior in Classroom: Students are expected to listen and follow all teachers' directions. Students will respect themselves, others and all classroom materials. Students will remain in the classroom at all times, unless escorted or given permission by the teacher.

Behavior in Halls: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working. Students will not be in the hallways without an adult or the written/verbal consent of their teacher. Any students found outside the classroom without an escort or consent will be immediately escorted to their classroom by staff. Students will not ride the elevator without an adult escort under any circumstances.

Behavior in Restrooms: Students will respect the privacy and rights of others and act responsibly in restrooms. Any misuse of towels, waste, toilet paper, soap, or defacing of restroom facilities constitutes destruction of property.

Behavior in the Dining Room: The dining room should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must remain quiet for the first 15 minutes of each lunch period, and keep their voices low for the remainder of their lunch period. Students must stay seated and raise their hand in order to receive permission from an adult to leave their seat, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Behavior on Playgrounds/Recess/Terrace: The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge. Objects are not to be thrown on the terrace (footballs, frisbee, soccer balls, etc.).

Behavior During School Sponsored Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies. Students are expected to remain with their teacher/chaperone during the entirety of the trip.

Excessive Tardiness, Absences, Leaving School Without Permission: Students must be on time for school and in their classrooms by 8:20 a.m.; after this time they will be marked late or absent. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Behavior on Bus: The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver, remain seated until notified to unload the bus, and keep their seat belts on at all times. They must not hit, scream, remove their seatbelt, block the aisles or disobey the school bus driver.

Bus infractions

Infractions result in the following consequences: Incident reports will be written and reported by the bus driver

1st infraction= Written warning sent home
2nd infraction= 1 day off school bus
3rd infraction= 2 days off school bus
4th infraction= 1 week off school bus
5th infraction= 1 month off school bus
6th infraction= permanent removal from school bus

PARENTS AS PARTNERS

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. NYCMCS parents are informed of their child's behavior and we enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.

In the event a students engages in inappropriate behavior, the Assistant Principal of Culture will report the behavior to the student's parent. If the behavior continues, a parent meeting and/or disciplinary hearing will be held.

ATTENDANCE

Attendance at school is vital to a student's academic progress and success. Excessive absences may manifest into academic trouble. NYCMCS attendance committee will review cases of excessive and chronic absences. Staff will reach out to families of students who are frequently absent to access why their child is missing school and what we can do to help them attend more regularly. Chronic absences without an excuse may be classified as educational neglect and must be called into the New York State Central Register in compliance with Chancellor's Regulation A-750.

PROMOTING POSITIVE STUDENT BEHAVIOR

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. NYCMCS provides a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Our school takes a proactive role in nurturing students' pro-social behavior. We provide a range of positive behavioral supports, as well as meaningful opportunities for social-emotional learning.

NYCMCS provides character education as a key component in educating the whole child. We are committed to the social, emotional, intellectual and physical development of the child. It is only through such development that the children can fully succeed academically, and in life.

NYCMCS had adapted 3 values that will be the basis of our code of conduct. These values or leadership traits assist in the social and emotional development of our students. The values are:

1. **Respect**
2. **Responsibility**
3. **Safety**

Each value, along with others, will be the focus of a community meeting each month. All concepts are also integrated into the educational program.

MANAGEMENT OF EVERYDAY BEHAVIORS

To promote students' compliance with the school's code of conduct, the teacher should involve students in its **re-creation** as their "own" code of conduct. At the beginning of the year, the teacher will meet with the children to establish the rules of the classroom and the school, and steer class discussion to include rules corresponding to those in the school code of conduct. To do this, each class teacher should guide and shape a discussion of the reasons why the students come to school (for example, "to learn", "to make friends") and what they need in order to do these things (for example, "to listen", "to be friendly"). Then the teacher should discuss the rights and responsibilities of students and lead the group to express the appropriate rules in their own words. These rules should be posted on the wall in the classroom.

After posting the rules, the teacher should shape a discussion around consequences. What shall we do if anyone breaks the rules? Typical consequences should emphasize apology and making amends. They might include:

- *Sit still and think for five minutes and then say what you will do to behave differently in the future.*
- *Apologize if you have done something to hurt some-one else.*
- *Repair or replace anything you damage.*

- *5-10 minute exclusion from group activity.*

The code of conduct should be explicitly discussed and gently but firmly enforced in a consistent way in all school venues (for example, halls, gymnasium, outdoor areas), and by all members of staff.

NYCMCS staff members are responsible for addressing inappropriate student behaviors. When this happens, staff is expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention strategies include but are not limited to guidance support and services, conflict resolution and peer mediation, anger and stress management, restorative circles. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, NYCMCS can facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

ADDRESSING THE BEHAVIORAL NEEDS OF PRE-K CHILDREN

The Discipline Code establishes behavioral expectations for students in grades K-5. The Discipline Code does not apply to students in Pre-K. The Department of Education and the NYC Administration for Children's Services are committed to ensuring that all children leave early childhood programs prepared to enter kindergarten ready to succeed academically and behaviorally. For more information about Behavior Management, see the Administration for Children's Services and Department of Education's Statement on Behavior Management on the Department of Education website under Early Childhood: http://schools.nyc.gov/Academics/ EarlyChildhood/educators/UPK.htm.

ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

If a special education student violates the school's Discipline Policy and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions.

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

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked

cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

ADDRESSING BULLYING AND BIAS- BASED BEHAVIOR

Bullying, harassment and intimidation means any intentional conduct, including verbal, physical or written conduct, or intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being.

Electronic communication means communication transmitted by means of an electronic device, including a phone or computer.

The goal of the Dignity For All Students Act (DASA) is to provide all public school students with a safe, supportive and positive school climate in which they can learn, excel and graduate ready for college or a career.
A safe and supportive environment is free from discrimination, intimidation, taunting, harassment, and bullying on school property and /or at a school function. School property is defined as any building, structure, field, parking lot or land that sits within the property boundaries of a school, as well as school buses. School functions refer to any school sponsored extra-curricular event or activity.

If as a parent you have concerns that your child is the target of bullying behavior, please report your concerns to your child's school. If, after reporting to your child's school, you require additional assistance, please contact your school's District Family Advocate (elementary and middle schools) or Borough Family Advocate (high schools) or email RespectforAll@ schools.nyc.gov.

Any student who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student should report the incident to the DASA Coordinator or to any other school employee. If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of School and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov All reports of harassment, discrimination, and/or bullying behavior will be investigated.
For further information, please see Chancellor's Regulation A-832.

NO STUDENT SHALL BE SUBJECTED TO HARASSMENT BY EMPLOYEES OR STUDENTS, NOR SHALL ANY STUDENT BE SUBJECTED TO DISCRIMINATION BASED ON THEIR ACTUAL OR PERCEIVED RACE, COLOR, WEIGHT, NATIONAL ORIGIN, ETHNIC GROUP, RELIGIOUS PRACTICE, DISABILITY, SEXUAL ORIENTATION, GENDER, SEX, OR OTHER CHARACTERISTIC.

The following actions are taken to implement DASA:

- Amended the Code of Conduct to prohibit discrimination, harassment, and bullying
- Designated a Dignity Act Coordinator to oversee implementation of DASA and who is trained to handle human relation issues
- Required that students receive instruction on civility, citizenship and character education by expanding their concepts of tolerance, respect for others and dignity
- Required school employee training:
  - To raise awareness and sensitivity to potential discrimination, harassment or bullying.
  - To enable prevention and response to discrimination, harassment or bullying
  - To promote a supportive school environment that emphasizes positive relationships
- Provided for the report of material incidents of harassment, discrimination and/or bullying annually to the New York State Education Department.

WHEN A STUDENT INFRINGES THE RULES

NYCMCS staff will administer the discipline policy consistently and appropriately. We recognize that two situations are rarely the same in every respect, and that it is important to maintain flexibility and to take into account individual circumstances. Factors to be considered include, but are not limited to:

- Seriousness of the offense
- The student's age
- The frequency of misconduct
- The effect or potential effect of the misconduct on the school environment
- The requirements of a student's Individual Education Plan.

We believe that making the rules clear and explaining the consequences for not following the rules are important steps in ensuring that the process will be as fair as possible to all students. Communication with parents is an important intervention strategy. Classroom teachers will communicate with parents regarding their child's social and emotional growth through progress reports and parent meetings. The Assistant Principal of School Culture will notify parent's when a serious infraction or

disruption to the classroom environment occurs. We appreciate your support in maintaining a learning environment that is free of unnecessary distractions.

Initial Response: The teacher will have a conversation with the child, asking. "What did you do? What was wrong with your action? What is the rule? What will you do from now on?" If the teacher deems it necessary, he/she applies the appropriate consequence from those generated by the students or consults the code of conduct accordingly. If the misbehavior stems from a conflict between children, the teacher should call all children involved and ask each one to say what happened, to explain their part in the conflict, and how they felt about it. The teacher should ensure that all children listen to one another. All conversations should end with an agreement about how the students will behave differently in the future, preferably in writing.

Record Keeping: All classroom teachers are required to maintain accurate and up to date documentation of all infractions that require any level of disciplinary action. If behavior support is sought, infraction forms must be submitted to the designated record keeper prior to the removal of the student from the classroom, along with designated classwork (if applicable) and must be proportionate to the amount of time spent outside of the classroom.

IMMEDIATE PROCEDURES FOR DEALING WITH SERIOUS BEHAVIORS

For behaviors that merit removal from class:
If a child displays behaviors that impede the functioning of the class, teachers may request assistance to either help the child settle in to class or be removed for a short time to help the child calm down and re-focus. In these cases, the Assistant Principal of School Culture should be called. They will either intercede or if necessary summon the assistance of the behavior team. (They should also be called, in that order, if the Assistant Principal of School Culture is unavailable). At that point they will take the child and have a conversation and decide what the next action should be. In any situation in which a child is removed from class for an extended amount of time, a work packet must be provided.

When repeatedly disruptive behavior (see Level 3), or that merits suspension occurs, or more serious infractions as such as aggressive or harmful behavior resulting in or risking minor injuries (e.g. hitting, spitting, kicking, fighting, see Levels 4 and 5), the Assistant Principal of School Culture will centralize the information, investigate the incident, and make the decisions about immediate dealings with the child and the disciplinary actions to be taken. The procedure is described below.

1. The teacher should contact the Assistant Principal of School Culture (APSC) to advise them of the problem.
2. If two children were involved and displayed the behavior, they should be sent separately to the DSC who will determine if the children should talk about the incident together.
3. The child(ren) will be asked to fill out a Behavior Reflection Form, explaining what happened, their own role and responsibility, and their understanding of how they should behave in the future. Students may also be asked to show this written form to their parents.
4. The teacher should input an incident report **immediately** and send it to the APSC.
5. The APSC files the incident report, and notifies the parents of the actions taken.
6. If the behavior merits a suspension, the APSC will notify the parents immediately.
7. Parent must have a meeting with the APSC before their child can return to class.

Discipline Levels and Procedures

NYCMCS holds students accountable for their behavior. Infractions are grouped into 5 levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct will begin with the lowest level of disciplinary response and will include appropriate guidance interventions When a student misbehaves or substantially disrupts learning the following disciplinary measures can be taken. Our discipline policy provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures.

Infraction Levels

Level 1	**Uncooperative/Noncompliant Behavior**
Level 2	**Disorderly Behavior**
Level 3	**Disruptive Behavior**
Level 4	**Aggressive or Injurious/ Harmful Behavior**
Level 5	**Seriously Dangerous or Violent Behavior**

In-School Disciplinary responses are used to hold students accountable for inappropriate behavior and that do not involve removal from the classroom. NYCMCS's will take into consideration the nature and severity of the misconduct when deciding to use in-school disciplinary responses. They include but are not limited to, teacher conferences, peer mediation, and restorative approaches.

Suspensions and Removals from class are for students who engage in behavior which is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from their classroom. When this occurs, staff contact the Assistant Principal of School Culture for support. If a suspension is the disciplinary action chosen, students must be provided with instruction including homework and classwork to be completed at home.

INFRACTIONS AND POSSIBLE DISCIPLINARY ACTIONS AFTER EVERYDAY CLASS MANAGEMENT STRATEGIES FAIL

Infractions in school are grouped according to severity in five tiers. The following chart lists those infractions and the range of actions to be taken at each tier. This chart follows the guidelines of the DoE.

Level 1 Uncooperative, non-compliant , behavior	Range of Disciplinary actions
1.1 Unexcused absence from school (A-D only) **1.2** Bringing prohibited equipment or items to school without authorization (e.g. cell phone, tablet, or other electronic communication/entertainment device) (A-E only.) **1.3** Failing to be in one's assigned place on school premises (A - E only) **1.4** Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) **1.5** Engaging in verbally rude or disrespectful behavior **1.6** Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A·E only) **1.7** Riding elevators or walking in the hallways without an escort or without the written/verbal consent of a staff member	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g• exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom **G.** Suspension 1-5 days

Level 2: Disorderly behavior	Range of Disciplinary actions
2.1 Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A·D only) **2.2** Gambling **2.3** Using profane, obscene, vulgar, or lewd language, gestures, or behavior **2.4** Lying to, giving false information to, and/or misleading school personnel **2.5** Misusing property belonging to others **2.6** •Engaging in or causing disruptive behavior on the school bus **2.7** Leaving class or school premises without permission of supervising school personnel **2.8** Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades K-3 only; see Infraction 3.7 for grade 4. For shoving, pushing, etc. see 3.3) **2.9** Violating the Department's Internet Use Policy (e.g., use of the	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary actions (e.g• exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom G. 1-5 day suspension

Department's system for non-educational purposes, security/privacy violations) **2.10** Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g. copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (grade 4 only) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) **2.11** Inappropriate use of electronic technology (e.g. unauthorized audio/video recording	
Level 3 Disruptive behavior	**Range of Disciplinary actions**
3.1 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A·G only) **3.2** Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (for grades K-3, A·G; for grade 4,A I) **3.3** Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see 4.2) (for grades K-3, A-G; for grade 4, A·I) **3.4** Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K-3, A·G; for grade 4, A-1) **3.5** Knowingly possessing property belonging to another without authorization (for grades K-3, A·G; for grade 4, A·I) **3.6** Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (for grades K-3, A·G; for grade 4, A·I) **3.7** Engaging In Inappropriate or unwanted physical contact or touching someone in a private part of body. (For grade 4 only; see Infraction 1.8for grades K-3. For shoving. Pushing. etc., use 3.3.) **3.8** Engaging in gang-related behavior (e.g. wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (grade 4 only) (D·I only) **3.9** Engaging In vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K-3,C-G; for grade 4, C·I.) **3.10** Posting or distributing libelous material or literature (Including posting such material on the Internet) (for grades K-3, C·G; for grade 4, C·I.)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days

Level 4 Aggressive, injurious or harmful behavior	**Range of Disciplinary actions**
4.1 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D only) **4.2** Engaging In physically aggressive behavior other than minor altercations as described under 3.3, which creates a substantial risk of or results in minor injury **4.3** Engaging in an act of coercion or threatening or instigating violence, Injury or harm to another or others **4.4** Engaging in behavior on the school bus which creates a substantial risk of or results in injury **4.5** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior	**D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days **J.** Expulsion

(cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm, seeking to coerce or compela student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass **4.6** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based onan individual's actual or perceived race, weight, religion, religious practices, gender, gender Identity, gender expression, sexual orientation, or disability; such behavior includes but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel astudent or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory Jokes or name calling to humiliate or harass. **4.7** Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. **4.8** Falsely activating a fire alarm or other disaster alarm (D·I only) **4.9** Making a bomb threat (D·I only) **4.10** Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) **4.11** Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle, umbrella, or laser pointer) **4.12** Starting a fire (H·J only) **4.13** Inciting/causing a riot (G·J only) **4.14** Possessing or selling any weapon (G·J only) **4.15** Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol **4.16** Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (eg. Touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) **4.17** Possessing controlled substances or prescription medications without appropriate authorization.	

Level 5 Seriously dangerous or violent behavior	**Range of Disciplinary actions**
5.1 Starting a fire (For grades K·3, D·J only; for grade 4, I - J only) **5.2** Threatening to use or using force to take or attempt to take property belonging to another (For grades K-3, D·H; for grade 4, I- J only) **5.3** Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (For grades K-3, 0-J only; for grade 4, 1-) only) **5.4** Using extreme force against or inflicting or attempting to Inflict serious injury upon students or others (For grades K-3, D·H only; for grade 4, 1-J only) **5.5** Planning, instigating. or participating with another or others, in an incident of group violence (For grades K-3, 0-H; for grade 4, 1-J only) **5.6** Engaging In threatening. dangerous or violent behavior that Is gang-related (For grades K-3,0-H; for grade 4, 1-J only) **5.7** Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (For grade 4, 1-J only) **5.8** Selling or distributing illegal drugs or controlled substances and/or alcohol (For grades K-3. DH; for grade 4, 1·J only) **5.9** Possessing or selling any weapon, other than a firearm, as defined in Category I (For grades K-3, D-H; for grade 4, 1-J only) **5.10** Using any weapon, other than a firearm to threaten or to attempt to inflict injury upon school personnel, students, orothers (For grades K-3, D-H; for grade 4, I-J only)	**D.** Parent conference (K-3 only) **E.** ln-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime) (K-3 only) **F.** Removal from classroom by teacher (K-3 only) **G.** In-school suspension/Removal from classroom by teacher to an alternative learning environment (K·3 only) **H.** Principal's suspension for 1-5days (K-3 only) **I.** Principal's suspension for up to 6- 10 days. **J.** Expulsion

5.11 Using any weapon, other than a firearm to inflict injury upon school personnel, students, or others (For grades K-3, D·H; for grade 4, 1-J only) **5.12** Possessing or using a firearm J only)	

LEGAL CONSIDERATIONS

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the principal. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

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. The Principal may modify such expulsion requirement for a 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 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.

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

To ensure the effective application of the NYCMCS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the teaching of the peace curriculum, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, Administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership.

NEW YORK CITY MONTESSORI CHARTER SCHOOL
FINANCIAL SUMMARY
As of August 31, 2016

BENCHMARKS

LIQUIDITY

Cash in Operating Accounts	$ 1,036,208	*Balances confirmed and reconciled*
Cash in Escrow Account	$ 75,000	*Restricted*
Total Cash Available	**$ 1,111,208**	
Projected days cash on hand	**66**	*days the school can meet operating expenses without any additional revenue*

Cash on Hand
High Risk: < 1.4
Low Risk: > 6 months (181 days)
Med. Risk: 3-6 months (91-180 days)
High Risk: < 3 months (90 days)

BALANCE SHEET

Total Current Assets:	$ 1,290,211	
Total Current Liabilities:	$ 923,404	
Current Ratio:	**1.40**	*portion of school's current assets to cover s/t debts (should be greater than 1.00)*
Total Assets:	$ 1,814,146	
Total Liabilities:	$ 1,739,905	
Debt to Asset Ratio	**0.96**	*portion of school's assets financed by debt (should be lower than 1.00)*
Total Net Assets:	**$ 74,241**	
Leasehold Improvements	$ -	
Furniture, Fixtures, & Equipment	$ 42,000	
FISCAL YEAR - FIXED ASSETS	**$ 42,000**	
	-	

Current Ratio
Low Risk: > 3.0
Medium Risk: 1.4-2.9
High Risk: < 1.4

Debt Ratio
Good: <1
Risky: >1

ENROLLMENT

	PROJECTED	BUDGET	Variance	PROJECTED	BUDGET	Variance
General Education	**294.000**	**294**	-	$ 4,123,938	$ 4,123,938	-
Special Education	**PROJECTED**	**Budget**	**Variance**	**Projections**	**Budget**	**Variance**
20-59%	**9.000**	**9**	-	$ 93,510	$ 93,510	-
>60%	**26.000**	**26**	-	$ 495,274	$ 495,274	-
Total Special Education	**35.000**	**35**	-	**$ 588,784**	**$ 588,784**	-

Per Pupil Allocation

$	14,027
$	10,390
$	19,049

REVENUE & EXPENSES

	PROJECTED	BUDGET	Variance
Revenue from operations :	5,905,327	5,905,327	-
Expenses from operations:	(5,720,025)	(5,829,856)	109,831
NET INCOME	**$ 185,301**	**$ 75,471**	$ 109,831

	PROJECTED	BUDGET
REVENUE per student	**$ 20,086**	**$ 20,086**
EXPENSES per student	**$ (19,456)**	**$ (19,829)**

PRIOR YEARS	FTE	REVENUE	EXPENSES	NET INCOME
2015-2016	278	5,415,809	5,566,006	**$ (150,197)**
2014-2015	259	5,238,775	5,199,084	**$ 39,691**
2013-2014	214	4,227,395	4,226,377	**$ 1,017**
2012-2013	153	3,105,842	3,415,529	**$ (309,687)**
2011-2012	103	2,000,807	1,932,931	**$ 67,875**
2010-2011	0	350,003	192,425	**$ 157,578**

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
SUMMARY PAGE
August 31, 2016

BUDGET v ACTUALS

	Actual	Budget	Variance	FY 16-17 Projected Actual	FY 16-17 Annual Budget	FY 16-17 Projected Variance
Revenue						
4100 State Grants	828,470	828,470	(0)	5,640,606	5,640,606	-
4200 Federal Grants	-	-	-	264,471	264,471	-
4300 Contributions	-	-	-	-	-	-
4400 Miscellaneous Income	-	42	(42)	250	250	-
Total Revenue	828,470	828,512	(42)	5,905,327	5,905,327	-
Expense						
5000 Compensation	217,926	211,575	6,351	3,044,131	3,044,086	45
5500 Benefits	40,575	98,848	(58,273)	604,782	593,092	11,690
6100 Administrative	21,373	13,738	7,635	85,076	82,412	2,664
6200 Professional Services	92,399	46,260	46,139	304,638	301,050	3,588
6300 Professional Development	19,913	12,916	6,997	77,500	77,500	-
6400 Marketing & Staff/Student Recruitment	799	500	299	3,000	3,000	-
7100 Curriculum & Classroom	10,868	17,862	(6,994)	130,533	130,533	-
8100 Facility Expenses	240,238	237,028	3,210	1,422,183	1,422,183	-
8200 Technology & Communication	3,401	5,810	(2,409)	34,858	34,858	-
8800 Miscellaneous	39	2,336	(2,297)	13,325	14,014	(689)
8900 Depreciation	-	-	-	-	127,128	(127,128)
Total Expense	647,532	646,873	659	5,720,025	5,829,856	(109,831)
Net Income	**180,938**	**181,639**	**(701)**	**185,301**	**75,471**	**109,831**

Annual Projected Cash Summary			
Net Income	185,301	75,471	109,831
Add Depreciation	-	127,128	(127,128)
Add Deferred Rent	(64,005)	(64,005)	-
Minus Fixed Assets	(49,256)	(42,000)	(7,256)
Cash Income	72,040	96,594	(24,553)

Balance Sheet Summary

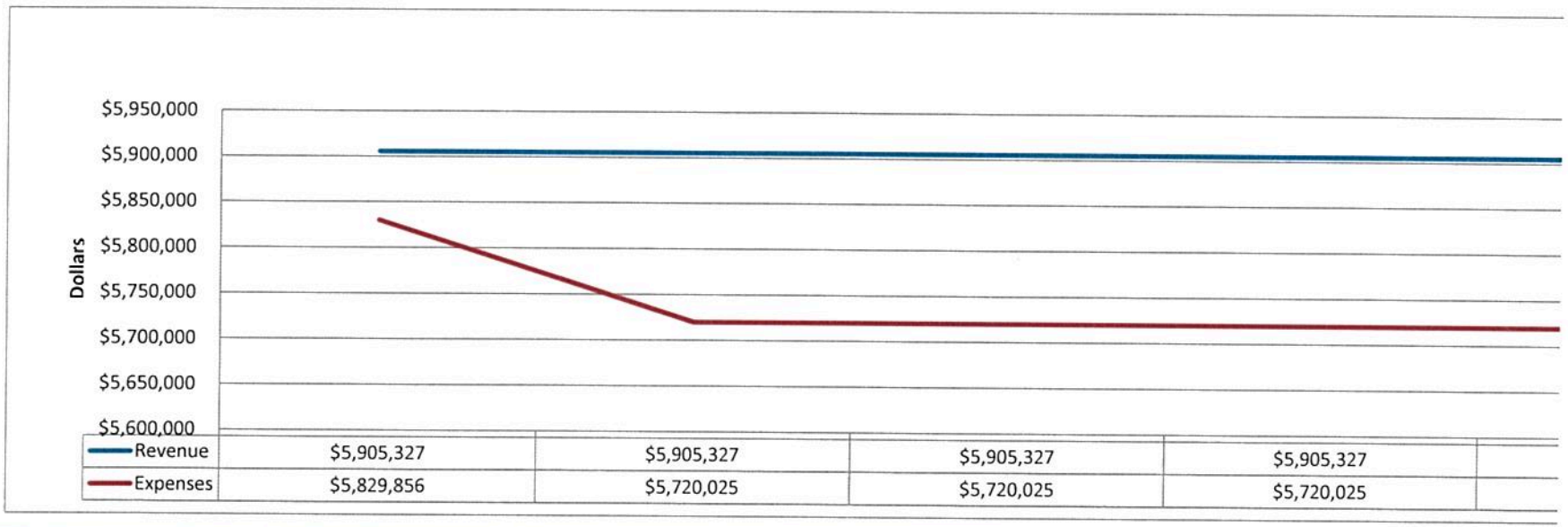
Assets	
1000 Cash	1,111,208
1100 Accounts Receivable	27,185
1200 Prepaids/Other Current Assets	151,818
1200 Prepaids/Other Current Assets	-
1500 Fixed Assets	294,219
1700 Security Deposits	229,716
Total Assets	1,814,146
Liabilities	
2000 Accounts Payable	52,680
2400 Deferred Revenue/Refundable deposit	856,224
2100 Accruals	14,500
2700 Deferred Rent/Loan Payable	816,501
Total Liabilities	1,739,905
*Total Equity**	74,241
Total Equity/Liabilities	1,814,146

August 31, 2016	Total	Notes
ASSETS		
Current Assets		
Bank Accounts		
1000 Cash		
1010 Chase Operating Acct - 6538	1,032,961.42	
1011 Chase Debit Acct - 6520	3,245.63	
1012 Chase Savings Acct - 3601	1.00	
1013 Chase Escrow Acct - 6504	75,000.00	
Total 1000 Cash	**$ 1,111,208.05**	
Total Bank Accounts	**$ 1,111,208.05**	
Accounts Receivable		
1100 Accounts Receivable	6,689.55	
1101 Grants Receivable	20,495.87	
1103 Other Receivables	0.00	
Total 1100 Accounts Receivable	**$ 27,185.42**	
Total Accounts Receivable	**$ 27,185.42**	
Other current assets		
1200 Current Assets		
1201 Prepaid Expenses	122,476.33	Prepaid rent and Montessori summer courses
1202 Prepaid Insurance	23,884.35	General Liability Insurances
1204 Sales Tax Receivable	35.85	
1205 Retainer Funds	5,421.00	Legal retainer
Total 1200 Current Assets	**$ 151,817.53**	
1300 Due from South Bronx Overall Economic Dev Corp.	0.00	
1400 Undeposited Funds	0.00	
Total Other current assets	**$ 151,817.53**	
Total Current Assets	**$ 1,290,211.00**	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Computers and Hardware (Office)	19,705.06	
1511 Computers and Hardware (Pupil)	72,305.50	
1512 Furniture (Office)	30,021.12	
1513 Furniture (Pupil)	227,826.04	
1514 Equipment (Office)	58,541.65	
1515 Equipment (Pupil)	13,162.40	
1516 Software	2,126.26	
1518 Leasehold Improvements	226,100.16	
1519 Website	1,200.00	
1520 Architect Expenses	9,000.00	
1600 Accumulated Depreciation		
1610 Accum. Depr. - Comp. & Hardware (Office)	-19,392.00	
1611 Accum. Depr. - Comp. & Hardware (Pupil)	-42,278.00	
1612 Accum. Depr. - Furniture (Office)	-20,177.00	
1613 Accum. Depr. - Furniture (Pupil)	-135,232.00	
1614 Accum. Depr. - Equipment (Office)	-55,846.00	
1615 Accum. Depr. - Equipment (Pupil)	-8,895.00	
1616 Accum. Depr. - Software	-2,126.00	
1618 Accum. Depr. - Leasehold Improvements	-77,990.00	
1619 Accum. Amort. - Website	-833.00	
1620 Accum Amor - Architect Expenses	-3,000.00	
Total 1600 Accumulated Depreciation	**-$ 365,769.00**	
Total 1500 Furniture, Fixtures & Equipment	**$ 294,219.19**	
Total Fixed Assets	**$ 294,219.19**	
Other Assets		
1700 Security Deposits	229,716.00	Lease and Con Ed. deposits
Total Other Assets	**$ 229,716.00**	
TOTAL ASSETS	**$ 1,814,146.19**	
LIABILITIES AND EQUITY		

Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	52,680.20	
Total Accounts Payable	**$ 52,680.20**	
Other Current Liabilities		
2100 Accrued Expenses	14,500.00	Accrued audit fees
2200 Accrued Salaries	0.00	
2300 Unearned/Deferred Revenue	856,223.63	Per pupil for September and October
2400 Refundable Advance	0.00	
Total Other Current Liabilities	**$ 870,723.63**	
Total Current Liabilities	**$ 923,403.83**	
Long-Term Liabilities		
2600 Deferred Rent	816,501.00	
2700 Loan Payable	0.00	
Total Long-Term Liabilities	**$ 816,501.00**	
Total Liabilities	**$ 1,739,904.83**	
Equity		
3000 Net Assets	-106,696.83	
Net Income	180,938.19	
Total Equity	**$ 74,241.36**	
TOTAL LIABILITIES AND EQUITY	**$ 1,814,146.19**	

Grade	BUDGET	JUL	SEP	NOV	JAN	MAR	MAY	REC
K	52	52	52					
1	50	50	50					
2	50	50	50					
3	50	50	50					
4	46	46	46					
5	46	46	46					
Total GenEd	294	294	294.000	-	-	-	-	-
$ 14,027.00	$ 4,123,938.00	4,123,938.00	4,123,938.00	-	-	-	-	-
		687,323.00	**687,323.00**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**	**-**
K	-	-	-					
1	3	3	3					
2	1	1	1					
3	2	2	2					
4	1	1	1					
5	2	2	2					
TOTAL (20-60%)	9	9	9	-	-	-	-	-
$ 10,390.00	$ -	93,510.00	93,510.00	-	-	-	-	-
K	2	2	2					
1	8	8	8					
2	3	3	3					
3	6	6	6					
4	5	5	5					
5	2	2	2					
Total (>60%)	26	26	26	-	-	-	-	-
$ 19,049.00	$ 28,054.00	495,274.00	495,274.00	-	-	-	-	-
		588,784.00	588,784.00	-	-	-	-	-
		98,130.67	**98,130.67**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**	**-**
2,805	258,096.80	258,097	258,097	-	-	-	-	-
		43,016	**43,016**	**(21,508)**	**(21,508)**	**(21,508)**	**(21,508)**	**-**

Per Pupil Payment	Per Pupil Gen Ed Deposits	Per Pupil SPED Deposits	Per Pupil TOTAL	RENT PAYMENT	TOTAL DEPOSIT
Payment 1 (July-Aug)	687,323.00	98,130.67	785,453.67	43,016.13	**828,469.80**
Payment 2 (Sept-Oct)	687,323.00	98,130.67	785,453.67	43,016.00	**828,469.67**
Payment 3 (Nov-Dec)					**-**
Payment 4 (Jan-Feb)					**-**
Payment 5 (Mar-Apr)					**-**
Payment 6 (May-Jun)					**-**
Cash Received Jul-May	1,374,646.00	196,261.34	1,570,907.34	86,032.13	



Annual Budget		8/31/2016		9/30/2016		10/31/2016		11/30/2016	
Revenue	FY 16-17 Annual Budget	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance
4100 State Grants	5,640,606	5,640,606	-	5,640,606	-	5,640,606	-	5,640,606	-
4200 Federal Grants	264,471	264,471	-	264,471	-	264,471	-	264,471	-
4300 Contributions	-	-	-	-	-	-	-	-	-
4400 Misc. Income	250	250	-	250	-	250	-	250	-
Total Revenue	$ 5,905,327	$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327	$ -
Expense									
5000 Compensation	$3,044,086	3,044,131	45	3,044,131	45	3,044,131	45	3,044,131	45
5500 Benefits	$593,092	604,782	11,690	604,782	11,690	604,782	11,690	604,782	11,690
6100 Administrative	$82,412	85,076	2,664	85,076	2,664	85,076	2,664	85,076	2,664
6200 Professional Services	$301,050	304,638	3,588	304,638	3,588	304,638	3,588	304,638	3,588
6300 Professional Development	$77,500	77,500	-	77,500	-	77,500	-	77,500	-
6400 Marketing & Staff/Student Recruitmen	$3,000	3,000	-	3,000	-	3,000	-	3,000	-
7100 Curriculum & Classroom	$130,533	130,533	-	130,533	-	130,533	-	130,533	-
8100 Facility Expenses	$1,422,183	1,422,183	-	1,422,183	-	1,422,183	-	1,422,183	-
8200 Technology & Communication	$34,858	34,858	-	34,858	-	34,858	-	34,858	-
8800 Miscellaneous	$14,014	13,325	(689)	13,325	(689)	13,325	(689)	13,325	(689)
8900 Depreciation	$127,128	-	(127,128)	-	(127,128)	-	(127,128)	-	(127,128)
Total Expense	$ 5,829,856	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)
Net Income	***$ 75,471***	***$ 185,301***	***$ 109,831***	***$ 185,301***	***$ 109,831***	***$ 185,301***	***$ 109,831***	***$ 185,301***	***$ 109,831***

2016-17 Annual Projection
Monthly Report Variance

$5,905,327	$5,905,327	$5,905,327	$5,905,327	$5,905,327	$5,9
$5,720,025	$5,720,025	$5,720,025	$5,720,025	$5,720,025	$5,7

12/31/2016		1/31/2017		2/28/2017		3/31/2017		4/30/2017		5/3
FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual	FY 16-17 Projected Variance	FY 16-17 Projected Actual
5,640,606	-	5,640,606	-	5,640,606	-	5,640,606	-	5,640,606	-	5,640,606
264,471	-	264,471	-	264,471	-	264,471	-	264,471	-	264,471
-	-	-	-	-	-	-	-	-	-	-
250	-	250	-	250	-	250	-	250	-	250
$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327	$ -	$ 5,905,327
3,044,131	45	3,044,131	45	3,044,131	45	3,044,131	45	3,044,131	45	3,044,131
604,782	11,690	604,782	11,690	604,782	11,690	604,782	11,690	604,782	11,690	604,782
85,076	2,664	85,076	2,664	85,076	2,664	85,076	2,664	85,076	2,664	85,076
304,638	3,588	304,638	3,588	304,638	3,588	304,638	3,588	304,638	3,588	304,638
77,500	-	77,500	-	77,500	-	77,500	-	77,500	-	77,500
3,000	-	3,000	-	3,000	-	3,000	-	3,000	-	3,000
130,533	-	130,533	-	130,533	-	130,533	-	130,533	-	130,533
1,422,183	-	1,422,183	-	1,422,183	-	1,422,183	-	1,422,183	-	1,422,183
34,858	-	34,858	-	34,858	-	34,858	-	34,858	-	34,858
13,325	(689)	13,325	(689)	13,325	(689)	13,325	(689)	13,325	(689)	13,325
-	(127,128)	-	(127,128)	-	(127,128)	-	(127,128)	-	(127,128)	-
$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025	$ (109,831)	$ 5,720,025
$ 185,301	**$ 109,831**	**$ 185,301**	**$ 109,831**	**$ 185,301**	**$ 109,831**	**$ 185,301**	**$ 109,831**	**$ 185,301**	**$ 109,831**	**$ 185,301**

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

September 21, 2016

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order (2 minutes)

II. Approval—Notes of Educational Progress in August, 2016 (5 minutes)

III. Collaboration with Hostos Community College (10 minutes)

- Intern Program
- Supplemental Physical Education Curriculum & Professional Development

IV. Corrective Action Plan (20 minutes)

- Finalization of Measures to Monitor Educational Progress
- Proposal: Reading Partners (City-wide Certified Tutoring Program)

V. Process Development of Principal Evaluation 2016-17 Form (10 minutes)

VI. Other (5 minutes)

VII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees
423 East 138th Street, Bronx, New York 10454

July 20, 2016

REPORT

TO THE BOARD OF NYCMCS TRUSTEES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. The progress of the Education Committee during the month of August (2016) was shared with the NYCMCS Board of Trustees.

II. The Minutes of the May 4, 2016 and Report of June 22, 2016 were approved.

III. Corrective Action Plan – An update regarding outcomes from the SED Charter School Office Conference Call of June 27, 2016 was shared with the Board. As a result of the meeting, research was conducted of schools recommended to contact to seek input to help in developing NYCMCS's Corrective Action Plan. The research findings from the schools contacted were shared with the Board of Trustees in detail. The Corrective Action Plan was submitted during the week of July 20, 2016.

   A. Collaboration with Hostos Community College – The deliberations on the Intern Program as well as the Supplemental Physical Education Curriculum & Professional Development were postponed to the Education Committee's next meeting in September (2016).

IV. Process Development of Principal Evaluation 2016-17 Form – Ms. Ergeneman is merging evaluative criteria from three evaluation tools. The first draft is to be reviewed at the September (2016) meeting of the Education Committee.

June 27, 2016

Hostos Community College

Mr. Abeku Hayes, Principal
New York City Montessori Charter School (NYCMCS)
[redacted]

Hello Abeku:

This letter has been written on behalf of Hostos Community College's Education Department regarding our collaboration. We are quite pleased that our students learned greatly from their experiences at NYCMCS during last spring. Since you have indicated that NYCMCS is willing to continue the collaboration with additional interns from our Field Experience in Education course (EDU 113), we will make every effort to refer students to you for the fall (2016).

We would also like to add a component to our collaboration by providing a supplemental curriculum/curricular approach and professional development for your Physical Education teacher(s). The Physical Education Program curriculum includes the following: (1) Movement Education for Grades K-3; (2) Skill Themes for Grade 4 and the first half of Grade 5; and (3) Sport Education for the second half of Grade 5. For clarity, two of the main differences in the curricular approach are that the curriculum is NOT taught in Units, but rather topics (skills/movements) are revisited regularly, and mostly inquiry methodology is used. The intended student outcomes of this approach are: a) increased positive student attitude toward Physical Education and physical activity, encouraging more physical activity outside of school (and therefore better health), and b) an increase in higher order thinking, due to the problem solving aspects of the approach. For the teacher: a) curricular integration...since the teacher has flexibility in choosing timing of lessons based on the "minutes approach," other school topics can be easily integrated into physical education lessons, and since flexibility exists, b) increased teacher enjoyment and motivation are usually evident....after teacher buy-in. I am attaching a section from Dr. Gosset's dissertation that further explains this concept, and an article that he recently wrote.

Dr. Michael Gosset of HCC's Education Department has volunteered to serve as a Physical Education Consultant as part of our collaboration. He has drafted a Teaching Analysis Plan and booklet as a tool to help in a Physical Educator study to improve teaching skills, strategies, and procedures used in class. What Dr. Gosset has designed is expected to stimulate the creativity of the Physical Education teachers, to enhance what they are already doing and lead to the development of a high quality progressive program. I am sending (in separate e-mails) the documents included in Dr. Gosset's plan.

Please review these documents. Feel free to call me if you have questions. In our next Education Committee meeting, scheduled in July, we would like to discuss this addition to our collaboration.

Yours sincerely,

Denise Cummings-Clay, Ph.D.

Denise Cummings-Clay, Ph.D., Substitute Assistant Professor
Education Department
[redacted]

HOSTOS IS CUNY

Movement education is an approach to teaching physical education, typically to the youngest grade levels, which involves an analysis of movement and is based on movement theorist Rudolf Laban's work (1950). Combined with the movement analysis, it is a method of instruction that utilizes techniques of individualization and solving movement problems, usually eliciting divergent movement responses (Dauer & Pangrazi, 1989). Movement education is taught through gymnastics, dance, and games and sport skills, and results in children acquiring a movement vocabulary (Nichols, 1986). It fosters the child's physical and cognitive development of the movement concepts described as body awareness, space awareness, movement quality, and relationships. Body awareness factors can be related to the use of different parts of the body for support or movement. Space awareness asks a child to explore directions or levels. Movement quality refers to the degree of flow achieved when linking movements together. Relationships indicate comparisons among body parts or objects. These categories of movement become the framework of a movement education curriculum.

When using movement education appropriately, the teacher structures the learning environment such that children learn to think for themselves (Dauer & Pangrazi, 1989). The model would be considered student-centered because the teacher does not dominate the lesson. Rather, the students solve movement problems in their own ways.

At the youngest grade levels, many would believe there should be no competition in a physical education program. There may, however, be one or two unavoidable, minor, similar characteristics in a movement problem given to the students by a teacher in a movement education model. These characteristics may result, in the mind of the child, to be an activity of a competitive nature (Rose, 1994). This movement problem may or may not make use of equipment. For example, using a bean-bag to teach the theme of body relationships, the teacher might ask first grade students to keep their bean-bag in motion near their body without letting it touch their body. An infinite number of correct solutions are available, such as moving the bean-bag around the body or under the body. Though this problem was intended to be of a non-competitive nature, a child may unknowingly treat it as a competitive one by attempting to find more or "better" solutions than his/her nearby classmate. No child should feel awkward or self-conscious because his/her solutions do not meet a predetermined standard. If a child does not feel awkward or self-conscious in physical education, perhaps he/she will seek physical activity outside of class and school. Becoming competent in basic movement with a basic movement vocabulary prepares children to be taught using the skill themes approach.

Skill Themes

"In music, a theme occurs in different parts of a song, sometimes in exactly the same way, at other times in a slightly different form" (Graham et al., 1980, p. 13). In physical education, revisiting a movement provides children with variations of a skill theme. The context of the return to the teaching of a particular skill may vary from the same context, to slightly different, to very different. It is the development of skills in a variety of situations that leads to competency and diversity. For example, the skill of landing softly from the air can be taught from different heights requiring different degrees of knee bend, or it can be taught using a different landing position such as width between feet. Many factors can be manipulated within the theme.

Skills are often combined within the skill themes approach, increasing the challenges of a task. This progression often gives way to a new skill. Perhaps the skill of leaping has been taught at some point. At another time students may have learned the skill of dribbling a basketball while moving forward (typically jogging or running). When we combine the moving dribble with a leap at the end, the skill becomes a form of the lay-up. When progressions are used appropriately, from simple to complex, teachers assist children in becoming skillful movers. Scaffolding, or linking a series of lessons in a skill theme, takes place (Graham, 2001). Scaffolding may also contribute to authentic learning experiences. These experiences result when classes are constructivist in that students connect classroom activities to their lives and their experiences (Azzarito & Ennis, 2003).

Teaching by skill themes is designed to provide experiences appropriate to a child's developmental level, as opposed to their age or grade level (Graham, Holt-Hale, McEwen, & Parker, 2006), or when competitive activities are used. Approaches emphasizing competition might be used to promote physical activity, develop skill, sportsmanship, and prepare students for a competitive world (Brown & Grineski, 1992), but they can also exclude students from enjoyment and success, as well as interest in participating in activities (Bernstein et al., 2011; Brown & Grineski, 1992; Ntoumanis, 2001). Not participating in physical activities may stem from a lack of skill (Ennis, 1996; Silverman et al., 1995). In many competitive activities, being skilled can facilitate participation, while not being skilled can hinder it (Bernstein et al., 2011). Skillful movers who possess substantial movement vocabularies might be more apt to relish physical activity thereby creating positive attitudes toward physical education.

Teaching by skill themes was provided substantiation by Schmidt's (1977) schema theory. He suggests that varying movement experiences yields an increased capacity to move. Schema theory suggests that teaching by themes is an efficient way to increase transfer of movements to more complex movements used in progression. An example may be teaching the skill of throwing using fleece balls in a lesson. Days or weeks later, after lessons on other skills have been taught, throwing is revisited in a lesson using footballs. The motion or movement remains similar.

MONTESSORI CHARTER SCHOOL

Physical Education Program

Prepared by Michael Gosset, Ed.D.

Curriculum Overview

Grades	K-2	3-4	5
Focus	Movement Education Body, Space, and Effort Awareness; Mvmt Quality Fitness accomplished indirectly. Non-competitive	Skill Themes Sport skills taught via use of skill themes; cooperative games. Fitness begins to be taught directly. Minimal competition/small-sided games.	Sport Education Fitness becomes integral: Testing, analysis, Growth.

Objective	Create efficient movers with strong movement vocabulary and problem solving capacity.	Application of learned movement skills to sport skills.	Become literate sportspersons through development of sport learning with personal and social responsibility.
Skills/Activities	All activities taught through: 1/3 Gymnastics 1/3 Rhythm/Dance 1/3 Games/Sport skills	Sport skills taught through themes of: Object manipulation Movement/Position in space Communication/Teamwork Forces in sport Cooperative Games	Lengthened sport units. Cooperative games
Evaluation	TO	BE	DEVELOPED
Related Vocabulary	Word wall	Word wall	Personal fitness

			reports Class activity logs

MONTESSORI CHARTER SCHOOL

TEACHING ANALYSIS PLAN

MONTESSORI CHARTER SCHOOL

*Year*_____

Teacher _____

Physical Education Consultant:
Michael Gosset, Ed.D.

Introduction:

This booklet is a tool to help the Physical Educator study and improve teaching skills, strategies, and procedures used in class. It is also designed to stimulate the creativity of the professional, leading to the development of a high quality progressive program.

Procedural Overview:

The teacher and the Consultant will meet weekly (as often as this is possible) to discuss your analysis program. At no time is the Consultant or an administrator to pass judgment of any data. Conclusions are drawn by your experience and expertise. Conclusions may be discussed with the Consultant.

The procedure follows a series of steps, starting with general behavioral aspects of your students and progressing to interaction between yourself and your students.

Plan outline:

First meeting: During your first meeting you will discuss the overall procedure, and the goals of your personal program. You will be introduced to the coding procedures.

Following meetings:

Beginning with the first meeting AFTER your first time being coded, the meeting will take on a form that is related to your personal program. The procedures, coding, data collections, analysis, problem solving, theory, strategies, and methodology are all part of a good program and may be discussed in any of these meetings.

There will be four forms, or four types, of coding:

1 Student behavior

2 Practice Trials Record

3 Teacher Behavior

4 Teacher Task Presentation

Each of these forms will give the teacher feedback in a certain area.

All coding materials have come from or been modified from <u>Analysis of Teaching in Physical Education</u> from Teachers College Columbia University. This analysis program is designed with some flexibility; therefore the program is open to other forms that the teacher feels might be beneficial.

STUDENT BEHAVIOR

Class _____Date_____ Scheduled Class time_____

Focus of Instruction_____Teacher_____

Category	Time	Total Time	% of Class
Information Dissemination			
Transition			
Waiting			
Management			
Practice			
Games or Scrimmage			
Fitness			
Knowledge Acquisition			
Testing			
Chaos			
Other			
Total			

Practice Trials Individual Student

Class_____ **Date** _____ **Time/Period**_____

Focus of instruction _____ **Teacher** _____

Skill	Appropriate Trial	Inappropriate Trial	Total
Total			

TEACHER BEHAVIOR

CLASS _____ TEACHER _____ DATE_____

CODES:

DIRECTION-- 1) INDIVIDUAL 2) GROUP 3) CLASS

MODE- T) TALKS L) LISTENS O) OBSERVES D) DEMONSTATES
A) AIDS S) SIGNALS M) MANUALLY ASSISTS
P) PARTICIPATES N) NON-INTERACTIVE

5-SECOND INTERVALS	1	2	3		1	2	3		1	2	3
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											

TEACHER BEHAVIOR P.2

ANALYSIS TABLE:

SUMMARY/CONCEPTS:

TALKS			
LISTENS			
OBSERVES			
DEMONSTRATES			
AIDS/ASSISTS			
SIGNALS			
MANUALLY ASSISTS			
PARTICIPATES			
NON-INTERACT			

TEACHER TASK PRESENTATION

Class _____ **Date** _____**Time/Period**_____

Focus on instruction _____ **Teacher** _____

TASK **Presentation of Task** **Response**

Number	Type	Clarity	Demonstration	# cues	Cue Accuracy	Student Response
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

Type : Informing **I** Refining **R** Extending **E** Repeat **Re** Application **A**

Clarity: Yes **Y** No **N** **Demonstrating:** Full **F** Partial **P** None **N**

Number of Cues: Appropriate **A** Inappropriate **I** None **N**

Accuracy of Cues: Accurate **A** Inaccurate **I** None **N**

Student Response: All **A** Partial **P** None **N**

Comments

Montessori Charter School
Physical Education
YEARLY PLAN
Grades K-3

(Percentage of Time covered per grade)

Theme	K	1	2	3
Body awareness	32	22	15	10
Body parts	15	5	4	2.5
Body surfaces	15	10	3	2.5
Body shapes	10	15	13	5
Body relationships	30	35	40	40
Object manipulation	30	35	40	50
Space awareness	32	28	22	15
Division of space	30	20	10	3
Directions	25	15	10	3
Levels	25	15	10	3
Range	5	10	20	30
Pathways	12	30	30	30
Planes	3	10	20	31
Effort awareness	20	25	28	30
Transfer of weight	20	25	15	15
Balance	20	15	12	10
Speed	20	15	15	15
Rhythm	10	15	18	20
Force	30	30	40	40
Movement Quality	10	20	27	35
Flow	50	40	40	35
Movement sequences	50	60	60	65

Michael Gosset, Ed.D.

Skill Theme Minutes
Yearly Plan 4-5

TEACHING APPROACH	%	Minutes
Guided Discovery	50%	980
Cooperative Games	20%	392
Competitive Games	10%	196
Fitness Oriented Activities	10%	196
Gymnastics/Dance	10%	196

SKILL THEME	4th		5th	
	%	Min.	%	Min
Manipulation of Objects				
Self Manipulation	15%	294	10%	46
a. Soccer dribble				
b. Hockey stick handling				
c. Basketball dribbling				
d. Lacrosse cradling				
Throw, Catch, Control	10%	196	10%	46
a. Soccer trapping, throw in				
b. Hockey passing and controlling				
c. Basketball pass/catch				
d. Lacrosse pass/catch				
e. Football pass/catch				
f. Baseball throw catch				
Accuracy & Power	10%	196	10%	46
a. Soccer shots				
b. Hockey shots				
c. Basketball shots				
d. Lacrosse				
e. Football place kick/punt				
Eye – body part coordination	10%	196	10%	46
a. Baseball hitting				
b. Tennis				
c. Volleyball skills				
d. Badminton				
e. Basic eye-body part activities				
Movement and Position in Space				
Offensive	15%	294	20%	91
a. Creating spaces				
b. Position & support of teammates				
c. Speed and direction change				

d. Fakes, fades, dodging				
e. See your teammate				
Defensive	10%	196	10%	45
a. Guarding				
b. Position and support				
c. Tackling and tagging				
d. Interception/blocking				
e. Stay between opponent and goal				
Communication and Teamwork				
Terms	5%	98	10%	46
a. Common to many sports (open, covered, switch, etc)				
b. Specific to sport				
1) Football: patterns				
2) Soccer: square in, man on, etc				
3) Plays: volleyball, basketball…				
Cooperative Games				
a. Cooperative games	15%	294	20%	91
Force in sport	**5%**	**98**	**-**	**-**
a. Absorbing				
1) Receiving objects				
2) Landing, controlling the body				
b. Creating				
1) Starting movement				
2) Power skills				
c. Transferring				
1) From body to object				
2) Person to person				
d. Manipulation of				
1) Spins on object				
2) Body position				
Quality of Movement	**5%**	**98**	**-**	**-**
a. Flow				
1) Smooth				
2) Form correct				
b. Sequences				
1) Movements together				
2) Transition from one movement to another				

1800 m	60 classes x 30 min	**Pct**	Min			**Kindergarten**								
Body Awareness		32	576	1	2	3	4	5	6	7	8	9	10	11
	Body parts	15	86											
	Body surfaces	15	86											
	Body shapes	10	57											
	Body Relationships	30	171											
	Manipulation of objects	30	171											
Space Awareness		32	576											
	Division of space	30	171											
	Directions	25	144											
	Levels	25	144											
	Range	5	28											
	Pathways	12	69											
	Planes	3	17											
Effort Awareness		20	360											
	Transfer of weight	20	72											
	Balance	20	72											
	Speed	20	72											
	Rhythm	10	36											
	Creating force	15	54											
	Absorbing force	15	54											
Quality of Movement		10	180											
	Flow	50	90											

Should We Be Teaching Sport Skills to 5-7 Year Olds in Physical Education?

NOT SO FAST!

Michael Gosset

A reader of the article title might respond, "Of course, my six year-old is playing soccer on the travel team." Or, "My brother's seven year-old is playing tee-ball. Of course they should be learning this in school." These comments are plentiful. From my 25 years of teaching physical education in Kindergarten through to 5th Grade in the United States (the equivalent of Reception to Year 5 in the UK) it's the norm, with exceptions, to teach sport skills beginning in Kindergarten (Foundation Stage). Go into the majority of gymnasiums around the country and you'll likely see children attempting to bounce, throw or kick balls. You may also see immature form and lack of control. *Should* these actual sport skills be taught at this age? In the author's view, we should begin teaching actual sport skills and concepts around 3rd Grade (eight year olds).

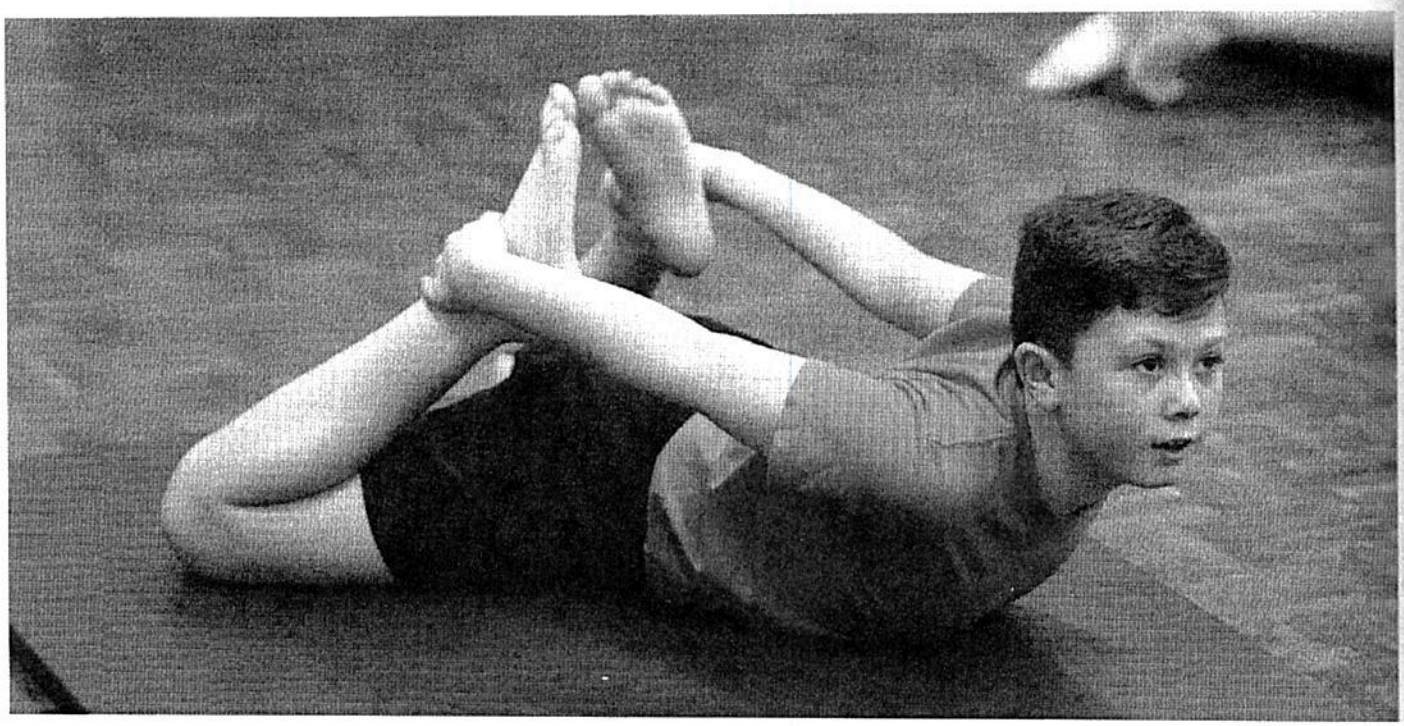
WHY AROUND 3RD GRADE?

Parents often ask school personnel whether they believe their child is ready to start school, taking into consideration, among other factors, physical maturity (Daniels, 2015). According to Scholastic's *Parent & Child* magazine (www.scholastic.com/parents), the following motor and cognitive skills should not be expected by most children until the age of at least seven:

- increased coordination for catching and throwing
- be able to participate in active games with rules
- sequenced motor activities, as with gymnastics or shooting baskets
- improved reaction time in responding to thrown balls.

By nine years old, most children have achieved mature patterns of fundamental motor skills, and their posture and balance are better. They have begun to learn sequenced skills, which are fundamental abilities performed in combinations or with variations. Their attention spans are still short, so physical education lessons should emphasise fundamental skills and encourage development of transitional skills (Paediatrics and Child Health, 2005). Sports should be modified for smaller-sided lead-up games and minimal, developmentally appropriate competition can be encouraged.

In other words, younger than about eight years old, the child's mind may be capable of learning concepts, or knowing what to do, but the body's coordination may not be sufficiently developed to successfully execute many motor skills. Imagine that: the child knows what to do, but cannot do it to his/her (or the teacher's) satisfaction! This can be frustrating for a



child. Harris (2000) views readiness as a process where children's development in different areas is assessed to see if it meets a sport's demands. This might also be a consideration when children are being asked to acquire sport skills at 5-7 years old.

Student attitudes play an influential role in physical education (Solmon, 2003). Research suggests that lesser-skilled children have lower attitudes toward physical education (Carlson, 1995; Portman, 1995), and may therefore not be as physically active outside of school (Carlson, 1995; Portman, 1995; Wallhead and Buckworth, 2005). This may lead to obesity. Research also suggests that people who are obese as children tend to remain obese as adults (Craigie *et al.*, 2011; Power, Lake and Cole, 1997; Serdula *et al.*, 1993; Simmonds *et al.*, 2015). Taking this into consideration, the author believes the learning, practising and application of these motor skills (i.e. throw, catch, kick) are better suited to begin in 3rd Grade and continue into 5th Grade (ten year olds).

WHAT SHOULD WE TEACH IN THE FOUNDATION STAGE?

If we shouldn't teach sport skills until 3rd Grade, what *should* we be teaching children from the Foundation Stage until then? My answer would be movement education, also known as movement exploration. Movement education focuses on learning concepts (e.g. body awareness, space awareness, effort awareness and movement quality). Therefore, if we were teaching body awareness to Kindergarteners, students might be asked to solve a problem asking them to move the ball on the ground in general space with their feet, and keep it near them. (Mosston's production styles of teaching are best suited for problem-solving.) The focus of this lesson would be body awareness. Students 'moving' the ball with their heel or toe are solving the problem equally as successfully as the child using the instep, which is what might be considered normal or more effective in soccer. The focus of the preceding example could also have been object manipulation, and the teacher would have rephrased the problem to be solved as, "Move the ball on the floor in general space with a side of your foot, keeping it near you." Providing another example, the teacher might ask the students to move a ball with their hand so that the ball changes levels from low to medium repeatedly, and the ball can only touch the student's hand some of the time. The child is essentially 'dribbling' but is learning about levels in space via problem-solving. Key to these examples is that the sport-specific terms (e.g. dribbling) are not being used. Rather, the movement concept is emphasised.

THE FOUNDATION HAS NOW BEEN FORMED

Movement education lessons form the foundation for the learning of sport skills in the years to come by creating a movement vocabulary within the children. Children are able to comprehend this cognitive information. Further, they may be better able to understand it when concepts are not taught in isolation. With regard to sport skills, Schmidt's schema theory (Schmidt, 1975) suggests that repeating, or revisiting, a skill in different contexts allows for skill transfer due to the similarity in motor patterns. Graham, Holt/Hale and Parker (2013) indicate that revisiting a skill, whether in the previous context or an entirely different one, provides children with variations to skill themes (mentioned in the next paragraph). In other words, lessons on the skill of throwing with a round ball would be done several times yearly in different contexts, such as simply throwing to a target or partner or throwing for distance. In keeping with schema theory, these lessons would not be consecutive, but might be weeks or months apart. If schema theory is applied to conceptual learning, then scaffolding knowledge over an extended period of time may produce even more educated students.

The mention of sport skills above is another topic. After being taught concepts via movement education, the child is now ready to build upon the complete movement base and transition into learning sport skills. The author is an advocate of using the skill-themes approach to teaching gymnastics, dance and games and sport skills. A discussion of the use of skill-themes, however, is beyond the scope of this article (with the exception of the example above).

SUMMARY

The next time you are planning your Kindergarten to 3rd Grade teaching, think about what you've read here regarding why many children may not acquire the skills as easily as might be thought. Malcolm Gladwell, in *Outliers* (2008), points out children who are born toward the beginning of the calendar year seem to have an advantage athletically over those born toward the end of the year due to physical growth/maturity. In physical education classes, students may absorb concepts and understand what they're learning at a young age, and execute beginning locomotor, non-locomotor and manipulative skills. Physical educators should take advantage of that to build the aforementioned foundation. Waiting until they're a bit older for expectations of actual sport skill acquisition may be to students' advantage in the long term. ■

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Contact Michael at mgosset@hostos.cuny.edu

Michael Gosset, Ed.D. is Lecturer and Coordinator of Physical Education for Hostos Community College, City University of New York, USA. He received his Doctorate in Curriculum and Teaching in Physical Education from Teachers College, Columbia University. He is President, New York City Zone, of the NYS Association of Health, Physical Education, Recreation and Dance. He is also an Adjunct Assistant Professor for Pace University, New York, teaching an online physical education workshop for Elementary Education majors. Prior to teaching at Hostos, Dr Gosset taught physical education in public and private schools for nearly 25 years.

Reading Partners Curriculum Levels Overview

Emerging Readers

The Emerging Readers level is aligned to select kindergarten Common Core State Standards. Lessons at this level target comprehension and language development, alphabet knowledge, phonological awareness and phonics, and concepts about print. Lessons move from teaching discrete concepts to supporting integration of skills as students move towards early reading.

Lessons at this level include:

- Comprehension instruction and support of oral language development facilitated during tutor and student read alouds, using prompts tailored to each target standard
- Explicit phonological awareness and multisensory alphabet instruction, which eventually merge into phonics instruction
- Experiences with emergent reader text that move from shared to guided reading with a focus on building early understandings about print, high frequency words, and word-solving strategies

Beginning Readers

The Beginning Readers level addresses select first grade Common Core State Standards. Lessons are built around phonics skills, which progress from a review of consonant and vowel sounds to work with digraphs and other vowel patterns. Comprehension skills and strategies are taught and reviewed during both the tutor read aloud and student reading.

Lessons at this level include:

- A read aloud during which the tutor models and encourages practice of target comprehension skills and vocabulary using both text-specific and general prompts
- Systematic, explicit phonics instruction and supported reading and discussion of a decodable book
- High frequency word instruction connected to student reading
- Comprehension skills and strategies taught and applied in student reading
- Fluency practice through timed re-readings of student books

Comprehension Readers

The Comprehension Readers curriculum is aligned to select second through fourth grade Common Core State Standards. There is a separate scope and sequence for each grade level. Lessons unpack grade-level comprehension standards that ask students to extract meaning from text, cite examples and evidence, and synthesize information. Additional gaps in student skills (e.g., phonics, fluency) may be addressed on an individual basis.

Lessons at this level include:

- A read aloud during which the tutor models and encourages practice of target comprehension skills and vocabulary using both text-specific and general prompts
- Explicit language and guided practice exercises to introduce each lesson skill
- Student read alouds of stories, informational books and articles carefully sequenced and matched to lesson content using Lexile, Fountas & Pinnell levels, and qualitative analysis for establishing text difficulty
- Introduction and review of Tier II vocabulary words from lesson texts
- Written response tasks for students to complete with tutor guidance

one tutor. one child. infinite possibilities.

Reading Partners empowers students to succeed in reading and in life by engaging community volunteers to provide one-on-one tutoring. The national nonprofit organization follows a structured, evidence-based curriculum and provides individualized tutoring to more than 8,500 elementary school students in more than 160 schools in low-income communities in eight states and the District of Columbia.

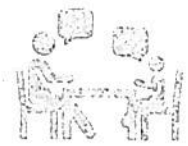
Reading Partners Provides

- A dedicated full-time site coordinator in each reading center, supervised by program managers who are experienced educators.
- On-going support and high-quality training to all volunteer tutors.
- A structured, evidence-based curriculum that enables students to work at their own pace and at their own independent reading level.
- Individual student progress reports and principal newsletters.
- Free books to enrolled students through our *Take Reading Home* program.

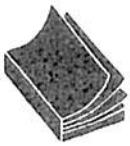
Common Core Standards Alignment

Reading Partners students, who are typically 1 month to 2½ years behind in reading, learn skills and content tied to the Common Core Standards in their classrooms. The individualized nature of the Reading Partners program presents opportunities for students to revisit standards not yet mastered in a one-on-one supportive environment.

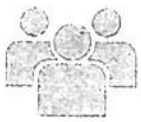
How We Do It



Students receive one-on-one tutoring sessions, 45 minutes twice a week using a structured, evidence-based curriculum.



We create a data-informed individualized instructional reading plan for every student.



Our community engagement team recruits and trains passionate volunteer reading partners.

- Reading Partners work with between 45-80 students at each school site
- Programming begins in late September and continues until early June
- Tutoring takes place during the school day and in partnership with after school programs
- All Reading Partners tutors undergo a background check through NYC Dept of Education

School Partners Provide

- A classroom or dedicated space on-site that Reading Partners transforms into a reading center.
- Flexibility with student pullout.
- $15,000 fee for service (approximately 10-15% of the total cost of the program) Funding for Reading Partners is comprised of a combination of federal, private philanthropy, and the fee for service.
- Communication with the site coordinator and program manager on student progress and feedback.

499 7th Avenue
New York, NY 10001

www.readingpartners.org

new york city montessori charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th Street, Bronx, New York 10454
October 19, 2016
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—September 2016 (2 minutes)

IV. Principal's Report (30 minutes)
- Dashboard Review

V. Committee or Task Force Reports (20 minutes)
- Building and Grounds Committee Report
- Education Committee
- Finance Committee Report
- Family Association Report

VI. Adjournment

New York City Montessori Charter School Board of Trustees

September 21, 2016 4:00 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:00pm.

The meeting was called to order. There were no public comments.

The board approved the minutes from the August meeting.

Next Principal Hayes provided the principal report and dashboard review, discussing among other things, his efforts to build the educational team (and introduced Kim Small and Geneine Morris) and efforts to explore funding and consider longer term needs for potential new space. Mr. Hayes noted certain issues with water leakage and elevator malfunction and, although resolved by the building owner, such issues appear to be addressed on an ad hoc basis when reporting by the School. Mr. Hayes also noted a recent issue with the fire department/certifications that has to be handled by the building owner. Ms. Clay recommended that the School retain written records of all such items. With respect to the curriculum and team building, Mr. Hayes noted that the annual teacher summit this year was pushed to 3 weeks from 2, where, among other things, they chronicled expectations around all aspects of the job, including Montessori. Nine teachers are getting Montessori certifications this year; by next year Principal Hayes expects to have at least 1 Montessori trained teacher in each classroom. With respect to data reporting, the Principal and his team are working to correct issues with benchmark testing alignment to ensure a correct apples-to-apples comparison this year. There is baseline testing next month. Teachers are finishing their F&P reading assessments. Mr. Hayes discussed his curriculum alignment goals and preparation and goals for October 20th curriculum night with parents, which is intended to educate parents with respect to the Montessori approach and principles. Mr. Hayes then discussed revisions to the School's discipline policy and noted that the revised policy would be presented to the Board next month for approval. Mr. Hayes agreed to send the Board a redline reflecting such revisions and background regarding such revisions.

Next the board discussed enrollment and staff retention.

The education committee then gave its report and discussed the corrective action plan, the collaboration with Hostos and the physical education supplement.

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There being no further business before the board, the meeting was adjourned at 5:00pm.

Margaret B. Grossman

Secretary

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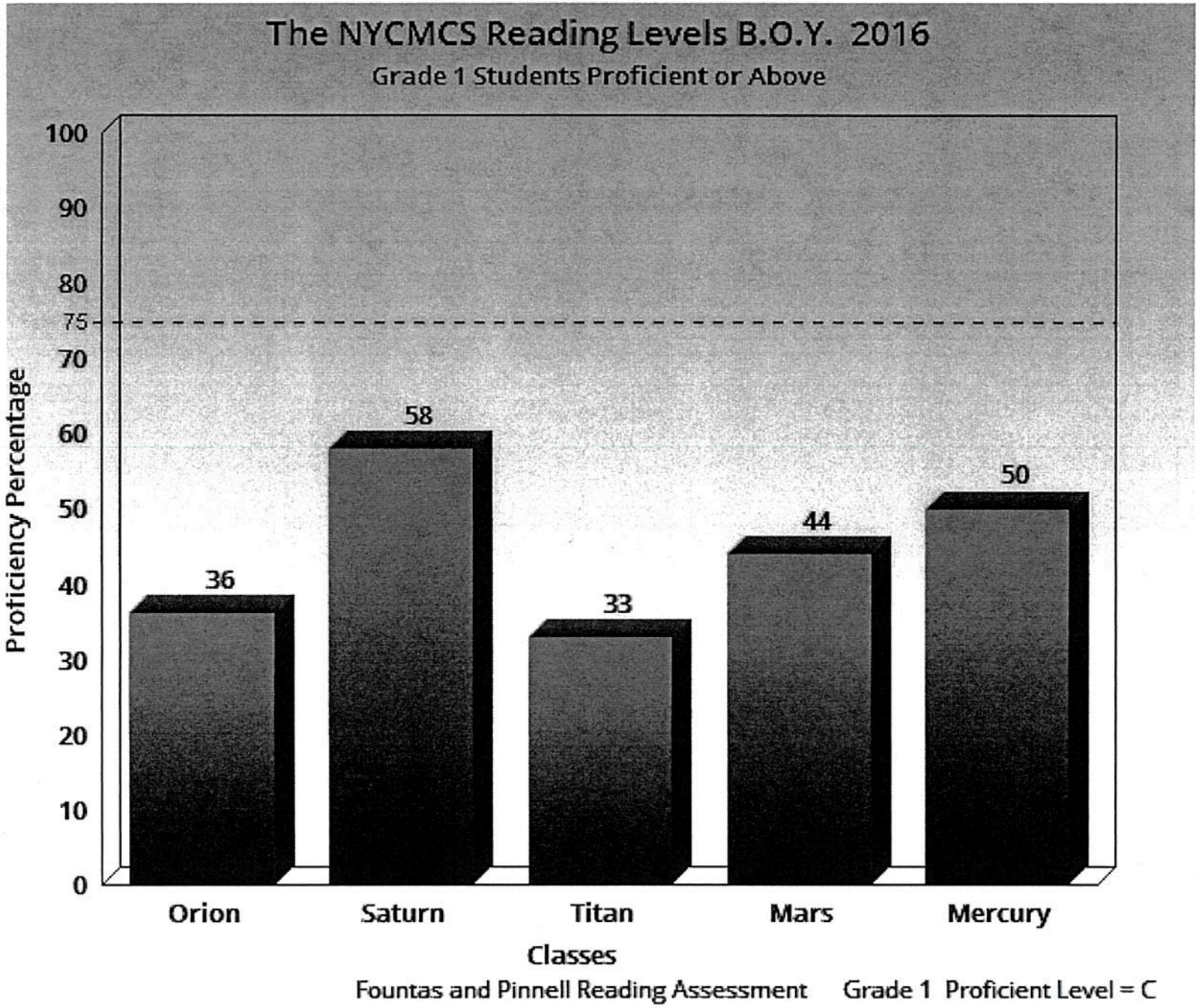
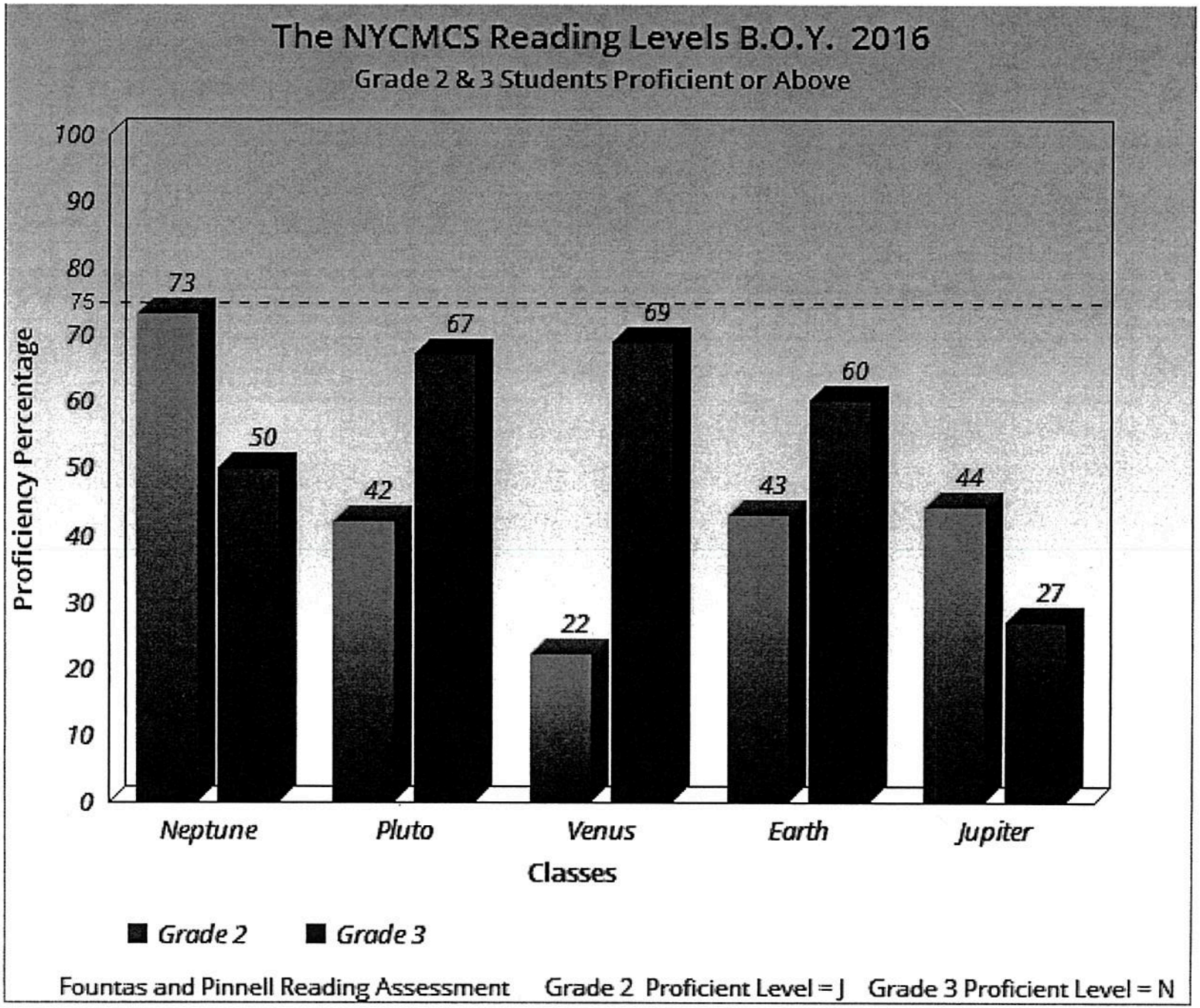
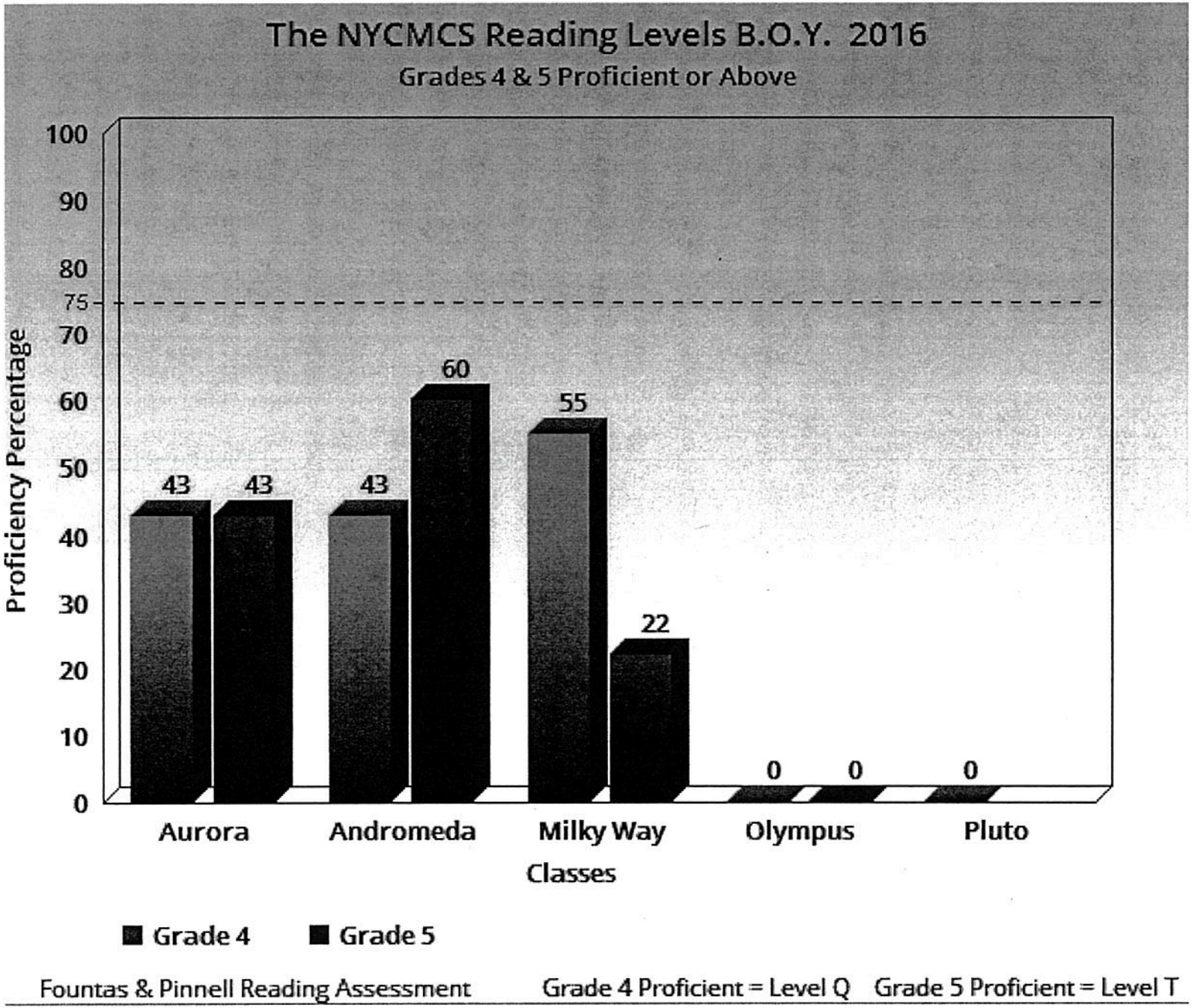
Secretary


The NYCMCS Reading Levels B.O.Y. 2016
Grade 1 Students Proficient or Above
Proficiency Percentage
100
90
80
75
70
60
50
40
30
20
10
0
36
58
33
44
50
Orion
Saturn
Titan
Mars
Mercury
Classes
Fountas and Pinnell Reading Assessment
Grade 1 Proficient Level = C


The NYCMCS Reading Levels B.O.Y. 2016
Grade 2 & 3 Students Proficient or Above
Proficiency Percentage
100
90
80
75
70
60
50
40
30
20
10
0
73
50
42
67
22
69
43
60
44
27
Neptune
Pluto
Venus
Earth
Jupiter
Classes
Grade 2
Grade 3
Fountas and Pinnell Reading Assessment
Grade 2 Proficient Level = J
Grade 3 Proficient Level = N


The NYCMCS Reading Levels B.O.Y. 2016
Grades 4 & 5 Proficient or Above
Proficiency Percentage
100
90
80
75
70
60
50
40
30
20
10
0
43
43
43
60
55
22
0
0
0
Aurora
Andromeda
Milky Way
Olympus
Pluto
Classes
Grade 4
Grade 5
Fountas & Pinnell Reading Assessment
Grade 4 Proficient = Level Q
Grade 5 Proficient = Level T

NEW YORK CITY MONTESSORI CHARTER SCHOOL
FINANCIAL SUMMARY
As of August 31, 2016

LIQUIDITY

Cash in Operating Accounts	$ 1,036,208	*Balances confirmed and reconciled*
Cash in Escrow Account	$ 75,000	*Restricted*
Total Cash Available	**$ 1,111,208**	
Projected days cash on hand	**66**	*days the school can meet operating expenses without any additional revenue*

BALANCE SHEET

Total Current Assets:	$ 1,290,211	
Total Current Liabilities:	$ 923,404	
Current Ratio:	**1.40**	*portion of school's current assets to cover s/t debts (should be greater than 1.*
Total Assets:	$ 1,814,146	
Total Liabilities:	$ 1,739,905	
Debt to Asset Ratio	**0.96**	*portion of school's assets financed by debt (should be lower than 1.00)*
Total Net Assets:	**$ 74,241**	
Leasehold Improvements	$ -	
Furniture, Fixtures, & Equipment	$ 42,000	
FISCAL YEAR - FIXED ASSETS	**$ 42,000**	
	-	

ENROLLMENT

	PROJECTED	BUDGET	Variance	PROJECTED	BUDGET	Variance
General Education	**294.000**	**294**	**-**	$ 4,123,938	$ 4,123,938	**-**
Special Education	**PROJECTED**	**Budget**	Variance	**Projections**	**Budget**	Variance
20-59%	**9.000**	**9**	-	$ 93,510	$ 93,510	-
>60%	**26.000**	**26**	-	$ 495,274	$ 495,274	-
Total Special Education	**35.000**	**35**	**-**	**$ 588,784**	**$ 588,784**	**-**

	BENCHMARKS	
	Cash on Hand High Risk: < 1.4 Low Risk: > 6 months (181 days) Med. Risk: 3-6 months (91-180 days) High Risk: < 3 months (90 days)	
00)	**Current Ratio** Low Risk: > 3.0 Medium Risk: 1.4-2.9 High Risk: < 1.4 **Debt Ratio** Good: <1 Risky: >1	
	Per Pupil Allocation	
6	$ 14,027	
	$ 10,390	
	$ 19,049	
7		

REVENUE & EXPENSES

	PROJECTED	BUDGET	Variance
Revenue from operations :	5,451,139	5,905,327	(454,188)
Expenses from operations:	(5,720,025)	(5,829,856)	109,831
NET INCOME	**$ (268,886)**	**$ 75,471**	$ (344,357)

	PROJECTED	BUDGET
REVENUE per student	**$ 18,541**	**$ 20,086**
EXPENSES per student	**$ (19,456)**	**$ (19,829)**

PRIOR YEARS	FTE	REVENUE	EXPENSES	NET INCOME
2015-2016	278	5,415,809	5,566,006	**$ (150,197)**
2014-2015	259	5,238,775	5,199,084	**$ 39,691**
2013-2014	214	4,227,395	4,226,377	**$ 1,017**
2012-2013	153	3,105,842	3,415,529	**$ (309,687)**
2011-2012	103	2,000,807	1,932,931	**$ 67,875**
2010-2011	0	350,003	192,425	**$ 157,578**

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
SUMMARY PAGE
August 31, 2016

BUDGET v ACTUALS

	Actual	Budget	Variance	FY 16-17 Projected Actual	FY 16-17 Annual Budget	FY 16-17 Projected Variance
Revenue						
4100 State Grants	828,470	828,470	(0)	5,212,659	5,640,606	(427,946)
4200 Federal Grants	-	-	-	238,230	264,471	(26,241)
4300 Contributions	-	-	-	-	-	-
4400 Miscellaneous Income	-	42	(42)	250	250	-
Total Revenue	828,470	828,512	(42)	5,451,139	5,905,327	(454,188)
Expense						
5000 Compensation	217,926	211,575	6,351	3,044,131	3,044,086	45
5500 Benefits	40,575	98,848	(58,273)	604,782	593,092	11,690
6100 Administrative	21,373	13,738	7,635	85,076	82,412	2,664
6200 Professional Services	92,399	46,260	46,139	304,638	301,050	3,588
6300 Professional Development	19,913	12,916	6,997	77,500	77,500	-
6400 Marketing & Staff/Student Recruitment	799	500	299	3,000	3,000	-
7100 Curriculum & Classroom	10,868	17,862	(6,994)	130,533	130,533	-
8100 Facility Expenses	240,238	237,028	3,210	1,422,183	1,422,183	-
8200 Technology & Communication	3,401	5,810	(2,409)	34,858	34,858	-
8800 Miscellaneous	39	2,336	(2,297)	13,325	14,014	(689)
8900 Depreciation	-	-	-	-	127,128	(127,128)
Total Expense	647,532	646,873	659	5,720,025	5,829,856	(109,831)
Net Income	**180,938**	**181,639**	**(701)**	**(268,886)**	**75,471**	**(344,357)**

Annual Projected Cash Summary			
Net Income	(268,886)	75,471	(344,357)
Add Depreciation	-	127,128	(127,128)
Add Deferred Rent	(64,005)	(64,005)	-
Minus Fixed Assets	(49,256)	(42,000)	(7,256)
Cash Income	(382,147)	96,594	(478,741)

Balance Sheet Summary

Assets	
1000 Cash	1,111,208
1100 Accounts Receivable	27,185
1200 Prepaids/Other Current Assets	151,818
1200 Prepaids/Other Current Assets	-
1500 Fixed Assets	294,219
1700 Security Deposits	229,716
Total Assets	1,814,146
Liabilities	
2000 Accounts Payable	52,680
2400 Deferred Revenue/Refundable deposit	856,224
2100 Accruals	14,500
2700 Deferred Rent/Loan Payable	816,501
Total Liabilities	1,739,905
*Total Equity**	74,241
Total Equity/Liabilities	1,814,146

August 31, 2016	Total	Notes
ASSETS		
Current Assets		
Bank Accounts		
1000 Cash		
1010 Chase Operating Acct - 6538	1,032,961.42	
1011 Chase Debit Acct - 6520	3,245.63	
1012 Chase Savings Acct - 3601	1.00	
1013 Chase Escrow Acct - 6504	75,000.00	
Total 1000 Cash	$ 1,111,208.05	
Total Bank Accounts	$ 1,111,208.05	
Accounts Receivable		
1100 Accounts Receivable	6,689.55	
1101 Grants Receivable	20,495.87	
1103 Other Receivables	0.00	
Total 1100 Accounts Receivable	$ 27,185.42	
Total Accounts Receivable	$ 27,185.42	
Other current assets		
1200 Current Assets		
1201 Prepaid Expenses	122,476.33	Prepaid rent and Montessori summer courses
1202 Prepaid Insurance	23,884.35	General Liability Insurances
1204 Sales Tax Receivable	35.85	
1205 Retainer Funds	5,421.00	Legal retainer
Total 1200 Current Assets	$ 151,817.53	
1300 Due from South Bronx Overall Economic Dev Corp.	0.00	
1400 Undeposited Funds	0.00	
Total Other current assets	$ 151,817.53	
Total Current Assets	$ 1,290,211.00	
Fixed Assets		
1500 Furniture, Fixtures & Equipment		
1510 Computers and Hardware (Office)	19,705.06	
1511 Computers and Hardware (Pupil)	72,305.50	
1512 Furniture (Office)	30,021.12	
1513 Furniture (Pupil)	227,826.04	
1514 Equipment (Office)	58,541.65	
1515 Equipment (Pupil)	13,162.40	
1516 Software	2,126.26	
1518 Leasehold Improvements	226,100.16	
1519 Website	1,200.00	
1520 Architect Expenses	9,000.00	
1600 Accumulated Depreciation		
1610 Accum. Depr. - Comp. & Hardware (Office)	-19,392.00	
1611 Accum. Depr. - Comp. & Hardware (Pupil)	-42,278.00	
1612 Accum. Depr. - Furniture (Office)	-20,177.00	
1613 Accum. Depr. - Furniture (Pupil)	-135,232.00	
1614 Accum. Depr. - Equipment (Office)	-55,846.00	
1615 Accum. Depr. - Equipment (Pupil)	-8,895.00	
1616 Accum. Depr. - Software	-2,126.00	
1618 Accum. Depr. - Leasehold Improvements	-77,990.00	
1619 Accum. Amort. - Website	-833.00	
1620 Accum Amor - Architect Expenses	-3,000.00	

Total 1600 Accumulated Depreciation	$ 365,769.00	
Total 1500 Furniture, Fixtures & Equipment	$ 294,219.19	
Total Fixed Assets	$ 294,219.19	
Other Assets		
1700 Security Deposits	229,716.00	Lease and Con Ed. deposits
Total Other Assets	$ 229,716.00	
TOTAL ASSETS	$ 1,814,146.19	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	52,680.20	
Total Accounts Payable	$ 52,680.20	
Other Current Liabilities		
2100 Accrued Expenses	14,500.00	Accrued audit fees
2200 Accrued Salaries	0.00	
2300 Unearned/Deferred Revenue	856,223.63	Per pupil for September and October
2400 Refundable Advance	0.00	
Total Other Current Liabilities	$ 870,723.63	
Total Current Liabilities	$ 923,403.83	
Long-Term Liabilities		
2600 Deferred Rent	816,501.00	
2700 Loan Payable	0.00	
Total Long-Term Liabilities	$ 816,501.00	
Total Liabilities	$ 1,739,904.83	
Equity		
3000 Net Assets	-106,696.83	
Net Income	180,938.19	
Total Equity	$ 74,241.36	
TOTAL LIABILITIES AND EQUITY	$ 1,814,146.19	

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
5511 Worker's Compensation Expense	prepaid	-
5512 NY Disability		-
5513 Medical Insurance		307,803
5514 Dental Insurance		561
5515 STD, LTD, Life Ins		7,959
5516 Vision Insurance		230
5520 Retirement 401(K)/403(B) Fees		-
5521 TransitChek Fees - Clearing	employee funded	233
5522 Wage Garnishment - Clearing		-
Total 5500 Benefits		564,207
6100 Administrative Expenses		
6101 Office Supplies - General		19,387
6102 Office Furniture (Non Asset)		1,741
6106 Postage and Delivery		1,044
6107 Dues & Subscriptions		12,693
6108 Team Building/Staff Lunch & App		2,834
6109 Staff Travel		26
6110 Insurance - General	prepaid	23,023
6111 School Events		2,955
Total 6100 Administrative Expenses		63,703
6200 Professional Services		
6202 Audit Fees	post FY payment	23,500
6203 Payroll Services		8,945
6204 Legal Services - Paid		20,000
6207 Financial Management Services		35,374
6208 Custodian Services		110,575
6210 Substitute Teacher Services		8,845
6212 Non-Instructional Contractual Services		-
6213 Temporary Staffing Services		-
6218 NYCSI Services	post FY payment	5,000
6222 Security Services		-
Total 6200 Professional Services		212,238
6300 Professional Development		
6313 Instructional Staff PD		55,087
6314 Travel		-
6315 Non-Instructional Staff PD		-
6316 Montessori Consultation		-
6317 Non Montessori Consultation		-
6318 ELL/SPED PD		-
6319 SIS/TECH PD		-

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
6320b Summer Training		-
6321 Board Expenses		2,500
Total 6300 Professional Development		57,587
6400 Marketing and Staff/Student Rec		
6402 Staff Recruiting		1,701
6405 Advertising		500
Total 6400 Marketing and Staff/Student Rec		2,201
6500 Fundraising Expenses		
6502 Events		-
Total 6500 Fundraising Expenses		-
7100 Curriculum & Classroom Expenses		
7101 Classroom Supplies & Materials - Montessori		-
7102 Classroom Supplies & Materials - General		37,617
7104 Curriculum Textbooks & Other Curricula		2,093
7107 Educational Materials - Special Education		2,060
7108 NYSTL Expense	non cash	17,126
7109 NYSSL Expense	non cash	4,404
7110 NYSLIB Expense	non cash	1,838
7111 Library Books		6,180
7112 Standardized Test Materials/Assessment Expense		8,000
7113 Art/Music Supplies		5,422
7115 Sport Equipment		1,500
7116 Student Field Trips		8,425
7117 Food Service/School Meals		20,000
Total 7100 Curriculum & Classroom Expenses		114,665
8100 Facility		
8101 Rent	1 month prepaid	1,135,834
8101a Deferred Rent	deferred rent	(64,005)
8102 Utilities		89,377
8104 Repairs and Maintenance		18,880
8105 Miscellaneous Repairs		1,859
8106 Extermination Contract		-
Total 8100 Facility		1,181,945
8200 Technology/Communication Expense		
8201 Phone and Internet		3,731
8202 Mobile Phone Expense		4,592
8204 Network Maintenance/Tech Support Services		9,780
8205 Database Development Services (SIS)		7,885
8206 Website Consultants/Expenses		1,485
8207 Technology Supplies		3,983

NYC Montessori Charter School Cash Flow Projection	NOTES	PROJECTIONS
8208 In-KindTECH	non-cash	-
Total 8200 Technology/Communication Expens		31,457
8800 Miscellaneous Expenses		
8801 Bank Service Charges		467
8802 Cash Flow Loan Interest/Fees		2,819
8804 Expense Suspense Account		-
Total 8800 Miscellaneous Expenses		3,286
8900 Depreciation Expenses	non-cash	-
Total Expenses		4,363,420

Grade	BUDGET	JUL	SEP	NOV	JAN	MAR	MAY
K	52	52	52				
1	50	50	50				
2	50	50	50				
3	50	50	50				
4	46	46	46				
5	46	46	46				
Total GenEd	294	294	294.000	-	-	-	-
$ 14,027.00	$ 4,123,938.00	4,123,938.00	4,123,938.00	-	-	-	-
		687,323.00	**687,323.00**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**	**(343,661.50)**
K	-	-	-				
1	3	3	3				
2	1	1	1				
3	2	2	2				
4	1	1	1				
5	2	2	2				
TOTAL (20-60%)	9	9	9	-	-	-	-
$ 10,390.00	$ -	93,510.00	93,510.00	-	-	-	-
K	2	2	2				
1	8	8	8				
2	3	3	3				
3	6	6	6				
4	5	5	5				
5	2	2	2				
Total (>60%)	26	26	26	-	-	-	-
$ 19,049.00	$ 28,054.00	495,274.00	495,274.00	-	-	-	-
		588,784.00	588,784.00	-	-	-	-
		98,130.67	**98,130.67**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**	**(49,065.33)**
2,805	258,096.80	258,097	258,097	-	-	-	-
		43,016	**43,016**	**(21,508)**	**(21,508)**	**(21,508)**	**(21,508)**
Per Pupil Payment	**Per Pupil Gen Ed Deposit**	**Per Pupil SPED Deposit**	**Per Pupil TOTAL**	**RENT PAYMENT**	**TOTAL DEPOSIT**		

Payment 1 (July-Aug)	687,323.00	98,130.67	785,453.67	43,016.13	**828,469.80**		
Payment 2 (Sept-Oct)	687,323.00	98,130.67	785,453.67	43,016.00	**828,469.67**		
Payment 3 (Nov-Dec)					-		
Payment 4 (Jan-Feb)					-		
Payment 5 (Mar-Apr)					-		
Payment 6 (May-Jun)					-		
Cash Received Jul-May	1,374,646.00	196,261.34	1,570,907.34	86,032.13			

Title I	Beltre, Amy	English, Colin	Davis, Joslyn	Harris, Tamika	Henderson, Jillian
	Teaching Associate	Teaching Associate	Teaching Associate	Teaching Associate	Teaching Associate
Grade					
	36,153.00	35,100.00	44,982.00	35,100.00	37,800.00
	10,123.00	9,828.00	12,595.00	9,828.00	10,584.00
	0.28	0.28	0.28	0.28	0.28
09/30/15	1,012.30	982.80	1,259.50	982.80	1,058.40
10/30/15	1,012.30	982.80	1,259.50	982.80	1,058.40
11/30/15	1,012.30	982.80	1,259.50	982.80	1,058.40
12/31/15	1,012.30	982.80	1,259.50	982.80	1,058.40
01/31/16	1,012.30	982.80	1,259.50	982.80	1,058.40
02/28/16	1,012.30	982.80	1,259.50	982.80	1,058.40
03/31/16	1,012.30	982.80	1,259.50	982.80	1,058.40
04/30/16	1,012.30	982.80	1,259.50	982.80	1,058.40
05/31/16	1,012.30	982.80	1,259.50	982.80	1,058.40
06/30/16	1,012.30	982.80	1,259.50	982.80	1,058.40
	10,123.00	**9,828.00**	**12,595.00**	**9,828.00**	**10,584.00**
	-	-	-	-	-

	Taitt, Diamond	Gwathney, Christina	Longobucco, Carol Ann		Harlan, Bradford
Teaching Associate	Teaching Associate	Teaching Associate	Teaching Associate	Teaching Associate	Teaching Associate
41,448.00	35,100.00	36,855.00	52,500.00	38,556.00	44,982.00
11,605.00	9,828.00	10,319.00	14,700.00	10,796.00	12,595.00
0.28	0.28	0.28	0.28	0.28	0.28
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
1,160.50	982.80	1,031.90	1,470.00	1,079.60	1,259.50
11,605.00	**9,828.00**	**10,319.00**	**14,700.00**	**10,796.00**	**12,595.00**
-	-	-	-	-	-

Wells, Jonathan Teaching Associate	Teaching Associate	Hamilton, Gia Teaching Associate 1st	Morris, Geneine Instructional Coach	Benjamin, Monica Asst. Principal of School Culture	Indrect Costs
35,100.00	58,500.00	36,855.00	76,500.00	72,000.00	
8,790.00	14,625.00	9,214.00	28,823.00	1,861.00	
0.25	0.25	0.25	0.38	0.03	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
879.00	1,462.50	921.40	2,882.30	186.10	
8,790.00	**14,625.00**	**9,214.00**	**28,823.00**	**1,861.00**	**-**
-	-	-	-	-	-

		Title II	
$186,114.00		Annual Conference Registrations: American Montessori Society $530/participant x 11.4 participants	$ 6,040.00
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
18,611.40			
186,114.00			
-			

NEW YORK CITY MONTESSORI
CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2016
(with comparative financial information for June 30, 2015)

DRAFT

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
NEW YORK CITY MONTESSORI CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of New York City Montessori Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

NEW YORK CITY MONTESSORI CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2016
(with comparative information for June 30, 2015)

	2016	2015
ASSETS		
Current assets:		
Cash and cash equivalents	$ 111,795	$ 496,356
Grants and contracts receivable	242,072	131,390
Prepaid expenses and other current assets	134,180	13,181
Total current assets	488,047	640,927
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of $365,769 and $261,481, respectively	286,963	345,321
Security deposits	223,651	223,651
Restricted cash	75,000	75,000
Total other assets	585,614	643,972
TOTAL ASSETS	$ 1,073,661	$ 1,284,899
LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	$ 52,502	$ 85,189
Accrued payroll and payroll taxes	305,296	259,977
Refundable advances	27,754	30,378
Line of credit	-	44,460
Total current liabilities	385,552	420,004
Deferred rent	816,501	873,574
Total liabilities	1,202,053	1,293,578
Unrestricted net assets	(128,392)	(8,679)
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	$ 1,073,661	$ 1,284,899

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The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016
(with summarized comparative financial information for the year ended June 30, 2015)

		2016						
		Program Services						
	No. of Positions	Regular Education	Special Education	Other Education	Total	Management and General	Total	2015
Personnel services costs:								
Administrative staff personnel	4	$ 75,258	$ 34,208	$ 27,367	$ 136,833	$ 215,614	$ 352,447	$ 375,082
Instructional personnel	52	1,620,348	613,873	293,495	2,527,716	1,000	2,528,716	2,176,498
Non-instructional personnel	1	-	-	-	-	2,007	2,007	1,974
Total salaries and staff	57	1,695,606	648,081	320,862	2,664,549	218,621	2,883,170	2,553,554
Fringe benefits and payroll taxes		265,174	101,353	50,179	416,706	34,188	450,894	437,697
Legal services		3,662	1,177	-	4,839	397	5,236	94,939
Accounting/audit services		-	-	-	-	22,250	22,250	21,750
Other purchased/professional/consulting services		200,107	72,967	36,871	309,945	82,076	392,021	273,674
Building and land rent/lease		768,000	293,546	145,333	1,206,899	99,024	1,305,923	1,305,923
Repairs and maintenance		13,690	5,233	2,591	21,514	1,765	23,279	30,871
Insurance		14,878	5,687	2,815	23,380	1,918	25,298	24,168
Utilities		55,459	21,197	10,495	87,151	7,150	94,301	107,557
Supplies/materials		58,229	16,194	8,870	83,293	-	83,293	102,613
Staff development		40,489	11,338	6,490	58,317	2,722	61,039	38,078
Marketing/recruitment		2,082	796	394	3,272	268	3,540	8,422
Technology		19,578	7,101	3,516	29,195	2,395	31,590	30,069
Food services		11,548	3,233	1,851	16,632	-	16,632	15,267
Student services		1,133	433	214	1,780	146	1,926	4,845
Office expense		21,273	7,990	3,587	32,850	21,943	54,793	39,148
Depreciation and amortization		61,332	23,442	11,606	96,380	7,908	104,288	110,511
Total expenses		$ 3,231,260	$ 1,219,768	$ 605,674	$ 5,056,702	$ 502,771	$ 5,559,473	$ 5,199,086

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The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

New York City Montessori Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 14, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional three-year term expiring on June 30, 2019. The School is an elementary school in the South Bronx neighborhood of New York that will empower its children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and learn in their pursuit of higher education as they prepare for careers needed in the 21st century. Classes commenced in the Bronx, New York, in September, 2011, and the School provided education to approximately 278 students in grades kindergarten through fifth in the 2015-2016 academic year.

Beginning in September 2014, the School was awarded a contract with the New York City Department of Education to operate a Universal Pre-Kindergarten program. The initial contract commenced July 1, 2014 and expires on June 30, 2017. The initial contract is renewable for two additional years at the option of the New York City Department of Education. The School provided education to approximately 48 students in the 2015-2016 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(l)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2016 and, 2015.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

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NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue and Support (Continued)
Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents
The School considers all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk
Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of $250,000 per institution at various times during the year. At June 30, 2016, cash balances exceeded insured levels by approximately $57,000. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Deferred Rent
The School records its rent in accordance with FASB ASC No. 840-20, whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected as deferred rent in the accompanying statements of financial position.

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NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2016	2015
Computers and equipment	$ 162,035	$ 133,987
Furniture and fixtures	252,271	234,389
Website development	1,200	1,200
Software	2,126	2,126
Leasehold improvements	235,100	235,100
	652,732	606,802
Less: Accumulated depreciation and amortization	(365,769)	(261,481)
	$ 286,963	$ 345,321

Depreciation and amortization expense was $104,288 and $110,511 for the years ended June 30, 2016 and 2015, respectively.

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NOTE 4 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 5 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC No. 958-605-25, if the services (a) create or enhance non-financial assets or (b) require specialized skills by people with those skills, and would otherwise be purchased by the School, and (c) are measurable.

One entity provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of $-0- and $51,102 for the years ended June 30, 2016 and 2015, respectively.

NOTE 6 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 9 - COMMITMENTS (Continued)

Beginning July 1, 2017 the minimum lease payments shall increase based on the excess of the Consumer Price Index ("CPI") as issued by the Bureau of Labor Statistics of the United States Department of Labor for moderate income families over the Base Price Index that exists as of the month in which the commencement date occurs. In no event can the increase for each year be less than 2.25% from the prior year's net rental. The future minimum lease payments include an increase of 2.25% beginning July 1, 2017.

The future minimum lease payments are as follows:

Year ending June 30,	2017	$ 1,362,996
	2018	1,393,663
	2019	1,425,021
	2020	1,457,084
	2021	1,489,868
	Thereafter	1,523,390
		$ 8,652,022

Rent expense was $1,305,923 for the years ended June 30, 2016 and 2015.

NOTE 10 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through September 28, 2016, the date that the accompanying financial statements were available to be issued. The School has no material subsequent events requiring disclosure.

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TO THE BOARD OF TRUSTEES OF
NEW YORK CITY MONTESSORI CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

DRAFT

Fruchter Rosen & Company P.C.

FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 28, 2016

new york city
montessori
charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th St, Bronx, NY 10454
November 16, 2016
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Candidates for Board of Trustees

IV. Approval of Previous Meetings Minutes and Agenda (2 minutes)

V. Committee Reports (15 minutes)
   A. Building and Grounds
   B. Education
   C. Finance

VI. State of the School (30 minutes)
   - Updates on Instruction, Discipline, Special Education
   - Updates on Finance, Enrollment, and Staffing

VII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

October 19, 2016

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Attendees: *Denise Clay, Jacqueline DiSanto, and Abeku Hayes*

I. Call to Order – The meeting was called to order at 3:42 p.m.

II. Minutes of September 21, 2016 – The Minutes were approved as submitted.

III. Collaboration with Hostos Community College (10 minutes)

- Intern Program – The plan is to reach out to Hostos' Career Services Department and acquire student intern placements from the Hostos EDU 113 course (Spring 2017). The Program is scheduled to start in January (2017). Hostos students are required to complete 120 hours for the internship. Ms. Genine Morris will coordinate the program at NYCMCS.

- Supplemental Physical Education Curriculum & Professional Development (PD) – Principal Hayes indicated that Dr. Gosset had started the PD for the NYCMCS Physical Education teachers. The PD includes the use of videos and books as resources. The Principal has approved the scheduling of this PD for two hours each week, and requested that all work associated with the PD be completed during the two-hour time slot. Dr. Clay will reach out to Dr. Gosset regarding any supports needed and to share the parameters of the PD.

IV. Corrective Action Plan (20 minutes)

- It was reported that the finalized plan remains to measure and monitor Educational Progress as reported at the last meeting as follows:

    1. The percentage of students scoring a proficiency of 3 or 4 on the State test.

2. The percentage of students decreased from the bottom quartile. This year, there was a 50% decrease.
3. The percentage of students on grade level for reading.
4. Benchmark assessment data, which was non-comparable.
5. Correlation for each child in the form of:
   a. State Test Score (ELA and Math)
   b. Reading growth number of levels increased
   c. Baseline and benchmark scores
6. Baseline and benchmarks correlated to the Common Core State Standards. This will provide a foreshadowing of how children might do on the state test.
7. How children perform on the English Language Learner (ELL) Tests (ELA and Math)

- Student Data – Principal Hayes reported that a problem had occurred with the organization responsible for holding the school's student data. The matter has caused the Principal to not be able to retrieve the baseline student benchmark data due to this publisher's error. The issue, which is under investigation, will be discussed in detail with the NYCMCS Board of Trustees.

- Proposal: Reading Partners (City-wide Certified Tutoring Program) –Principal Hayes reviewed the proposal. After review of the school's budget, it was determined that the program is not be feasible at this time.

V. Process Development of Principal Evaluation 2016-17 Form – Ms. Ergeneman indicated that data from a Marzano principal evaluation tool and a multidimensional principal evaluation tool had been merged. It was stressed that the tool is to be data driven and focus on student achievement evidence. The draft tool initially will be sent to Principal Hayes to identify any components that fail to reflect the Montessori approach. A Montessori Principal Evaluation will be secured also to obtain additional evaluative information to be included in the tool. The draft tool will be modified, as appropriate, and sent to each Education Committee member for review and streamlining. Benchmarks (for the purpose of Principal stipends) are to be included. The benchmarks are to be voted upon by the NYCMCS Board of Trustees at the November (2016) meeting and the new Principal Evaluation Tool is to be voted upon no later than the December (2016) meeting.

VI. Grants – It was reported that there was a new 21st Century Grant Request for Proposals. A meeting for interested Parties is scheduled on Monday, Oct. 24, 2016. The goal for NYCMCS is to apply for the grant to provide enriching Field Trips for children on Saturdays.

VII. Adjournment – The meeting adjourned at 4:29 p.m.

Submitted by Denise Clay, Ph.D., Chair

New York City Montessori Charter School Board of Trustees

October 19th, 2016 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm.

The meeting was called to order. There were no public comments.

The board approved the minutes from the September meeting.

Next Gus Saliba of Fruchter Rosen & Company presented the School's draft audited financials to the board. Mr. Saliba informed the board that the audit was an entirely clean audit and the audited financials contain no significant deficiencies or material weaknesses. Further, Mr. Saliba informed the board that two deficiencies identified in last year's audit had been corrected and were no longer present.

Following Mr. Saliba's presentation, the finance committee presented the school's budget. Principal Hayes informed the board that the school is on track to reach full enrollment by mid-November and next month's budget will reflect this.

Next Mr. Hayes gave the principal's report. Mr. Hayes reported on his visit to Hong Kong to pursue international partnerships with Montessori Schools, to accomplish, among other things, teacher training and professional development. Next Mr. Hayes informed the board that the School's first round of benchmark testing was complete and presented the results of the same. The board went over the data and asked questions of Principal Hayes including about the results in specific classrooms and plans to make improvements. The board also requested that Mr. Hayes present more detailed cohort data which he agreed to do at the next meeting. Finally Principal Hayes informed the board that the goal through benchmark testing is to reach 75% proficiency in reading and math by January. The board discussed this goal and what plans are in place to meet this goal.

Following the principal's report, the education committee gave its report and discussed the principal evaluation tool to be in place no later than December. The board discussed the timing and substance of the principal evaluation tool.

Finally, Kelley Brown gave the report of the family association. Ms. Brown informed the board that the family association was in the process of gathering more comprehensive contact

information from the school community in order to ensure that the family association could reach as many parents and families as possible.

There being no further business before the board, the meeting was adjourned at 5:45pm.

Margaret B. Grossman

Secretary

New York City Montessori Charter School Board of Trustees – EXECUTIVE SESSION

October 19th, 2016 5:45 p.m.

Following completion of its regularly scheduled 4:30pm meeting, the board went into executive session. The board discussed personnel matters including the principal's evaluation tool and compensation.

The board also discussed data security matters.

There being no further business before the board's executive session, the board meeting adjourned.

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MARIA HELEN KEANE
Counsel
Tel: 212-373-3202
Fax: 212-492-0202
mkeane@paulweiss.com

New York
1285 Avenue of the Americas
New York, NY 10019-6064

PRACTICES

Litigation

Employment

Complex Commercial Litigation

Antitrust

As counsel in the Litigation Department, Maria H. Keane has extensive civil litigation experience in a broad range of areas, including a concentration on employment law matters, as well as experience in complex commercial litigation and antitrust matters. She has handled all phases of pre-trial, trial and appellate work in federal and New York State courts, as well as matters before the EEOC and New York administrative agencies and in arbitration.

In her employment law practice, Ms. Keane handles all types of employment litigation and counsels clients in employment matters. She has represented clients in such diverse industries as banking and finance, entertainment, health care, consumer products, insurance and advertising. Ms. Keane has represented employers in massive class action litigation alleging race, ethnicity and gender discrimination, as well as FLSA collective and class action litigation. She has also defended employers against discrimination and wrongful termination actions brought by individuals on the basis of age, gender, race, ethnicity, sexual harassment and retaliation. Ms. Keane has represented employers and employees in arbitration involving employment contract disputes, restrictive covenants and business torts. She has also advised clients in employment-related internal investigations. Ms. Keane has provided counseling to employers on a wide range of employment-related issues, including allegations of employment discrimination, sexual harassment and wrongful discharge, contract negotiations, restrictive covenants, anti-discrimination and harassment policies, employee handbooks, hiring, discipline and discharge, wages and benefits, workplace privacy and social media policies. Ms. Keane has also conducted employment law seminars for managers and supervisors.

Cases representative of Ms. Keane's experience in employment litigation include:

- *Leach , et al.* v. *NBCUniversal Media, LLC, et al.*, 1:15-cv-07206 (S.D.NY.) and *June* v. *NBCUniversal Media, LLC, et al.*, 16-CV-1409 (S.D.N.Y.) (putative collectives and class actions alleging violations of federal and state wage and hour laws)
- *Marin, et al.* v. *Dave & Buster's Inc., et al.*, No. 15-Civ. 3608 (S.D.N.Y.) (putative class action alleging discriminatory conduct in violation of Section 510 of ERISA)

EDUCATION

J.D., Fordham Law School, 1986
cum laude

M.A., CUNY Queen's College

B.S., St. John's University

BAR ADMISSIONS

New York

CLERKSHIP

Chief Judge John J. Gibbons, U.S. Court of Appeals, 3rd Circuit

COURTS

U.S. Court of Appeals, 1st Circuit

U.S. Court of Appeals, 3rd Circuit

U.S. District Court, Northern District of New York

U.S. District Court, Southern District of New York

U.S. District Court, Eastern District of New York

- *Martin, et al.* v. *ReliaStar Life Insurance Company, et al.*, Civil No. 09-1578 (D. Minn.) (putative class action alleging racial discrimination)

- *Amar, et al.* v. *Canon U.S.A. Inc. and Canon Business Solutions, Inc.*, Civil File No. 08-CV-4329 (E.D.N.Y.) (putative class action alleging racial discrimination)

- *Amochaev, et al.* v. *Citigroup Global Markets Inc., No. C 05-1298 (N.D. Cal.)* (putative class action alleging gender discrimination)

- *Gutierrez, et al.* v. *Johnson & Johnson*, Civil Action No. 01-5302 (D.N.J.) (putative class action alleging racial and ethnic discrimination)

Ms. Keane's trial experience includes an international arbitration on behalf of individuals regarding the terms of an employment contract; a lengthy hearing before an Administrative Law Judge of the New York State Workers' Compensation Board, in which Ms. Keane successfully represented the mother and two siblings of a young woman who was killed in her office at the World Trade Center on September 11, 2001; a six day bench trial in federal court, in which Ms. Keane and a colleague successfully defended a state governmental agency, an elected official and several agency employees against claims of wrongful termination brought by a former employee; a post conviction hearing in Texas state court on behalf of a death row inmate; and a jury trial in federal court, in which Ms. Keane and several colleagues represented plaintiffs in a contractual dispute among partners. She also played a substantial role in successfully defending a major floor manufacturer against antitrust claims in a four month jury re-trial in federal court. The prior trial had resulted in a $239 million plaintiff's verdict.

Ms. Keane is a member of the Association of the Bar of the City of New York, where in past years, she served as the Chair of the Committee on Public Service and Education, and as a member of the Committee on Federal Legislation, the Committee on Professional Responsibility and the Special Committee on Women in the Profession.

Ms. Keane was an associate editor of the *Fordham Law Review*.

Guidance on the Preparation of Documents for On-Site Review during an IIT visit

The IIT will review documents for a short amount of time during the on-site review; however, the team's focus will be on what is happening in the building, rather than what is happening on paper.

In preparation for the visit, principals should gather select documents for the team to review. This is not meant to be time consuming. The documents will be in addition to the pre-review documents provided prior to the review. Your SED reviewer can provide more guidance if necessary.

Must Provide

The IIT will review documents to examine their **quality**. Be prepared to provide:

1. Two formal teacher observations of veteran teachers
2. Two formal teacher observations of beginning/untenured teachers
3. If available, up to two formal observations that may have garnered an unsatisfactory rating
4. If available, up to three Teacher Improvement Plans
5. Between five and ten Informal teacher observations for teachers across grades and subjects
6. Three examples of teacher feedback provided to students from different classes
7. Three examples of communication from the school leader to families
8. Three examples of communication from staff to families
9. Three examples of teacher-generated assessments across grades and subjects
10. Up to two examples of student referrals forms for intervention services (academic, social, emotional, and/or developmental), if applicable
11. Two examples of student data organized by class

May provide

Additional documents may be presented to provide **evidence of impact and success** from the actions the school has taken to improve. There is no need to provide in advance documents that show "evidence of effort." For example, a schedule of parent workshops on using a parent portal shows evidence of effort. Feedback forms from the workshop and longitudinal parent log-in data may indicate evidence of impact to suggest that the workshops were a success.

Carefully select documents that indicate impact or success. Evidence that is relevant and succinct is most helpful. The school should not prepare numerous binders of documents for the team to peruse. Excessive documentation of intent will result in the evidence of impact being less prominent during the review of documents.

Evidence that indicates impact could be:

1. Longitudinal data of any kind
2. Survey and feedback data
3. Evidence of how specific actions achieved their intended goal and added value to the educational experience provided by the school.

May be requested

During the course of the review, the IIT may request that certain documents are provided to confirm and substantiate evidence collected. The principal **does not need to provide these in advance**. Examples of evidence that may be requested include:

1. Examples of translated documents
2. Evidence of **reciprocal** communication between stakeholders and the school leader
3. Sign-in sheets indicating attendance at various events

Pre-review Documents

The IIT will examine select documents in advance of the review. All principals shall provide:

1. **School Information/Data Sheet** (*attached as part of Self-Reflection*) - This helps the IIT gain an understanding of the school. This document will be incorporated into the school's final report.
2. **School Self-Reflection** (*attached*) - This provides reviewers with insight into how the school perceives itself, how the school perceives the impact of the work it has been doing, and what the school envisions doing next.
3. **One Curriculum Map Across School Grades** (select one subject) - This helps the IIT understand your school's plan and design for teaching and learning to meet the demands of the CCLS across grade/ subject areas leading to improvement in achievement. It tells the reviewer that you have a system of collaboration and accountability that allows your stakeholders to share and understand the expectations for student achievement.
4. **Two Sample Unit Plans and Four Sample Lesson Plans across Grades** - This helps the IIT understand how a school approaches planning to meet the needs of students through a sampling of instructional materials.
5. **Report Card Template (one copy of every version used)** – This helps the review team learn how the school communicates with families.
6. **Grade-level Progress Report Template (one copy of every version used by the school, as applicable)** This helps the review team learn how the school communicates with families. If Progress Reports differ by teacher, not by grade, send four samples of the progress reports sent home.
7. **Blank Feedback form for observing classroom visits** (if available) – This helps the review team learn how the school leader provides feedback to staff regarding classroom instructional practices.
8. **Professional Development Plan** (if available) - This helps the IIT determine how teachers and other staff members receive support. The document will also be used during the on-site document review session.
9. **Assessment Calendar** (if available) - This helps the IIT determine how/when assessments are administered.
10. **School Event Scheduler** (*attached*) – Please identify the preferred time when you would like the Day 1 focus groups to meet and the Day 2 focus groups to meet. Please make sure that those identified for focus groups are representative of the school. Whenever possible, coordinate the times with the school bell schedule. Your SED reviewer will work with your preferred times to develop a schedule for the review.
11. **Master Schedule** (if available) - This helps the IIT determine where/when subject courses are provided to each grade of students, and by which instructor. A comprehensive Master Schedule will include:
    - The school bell schedule
    - The name of the instructor for each class
    - The (block of) time or period each class is held
    - The room number where each class is held
    - Each class that is taught in the school
    - The number of students in each class
    - The subject taught in each class
    - The grade level of each class
12. **Organization Chart** (if available) - This helps the IIT determine the role of each staff in the building.
13. **List of Certified Staff Email Addresses** (*attached*) – Reviewers will distribute a DTSDE-specific survey to staff in advance of the review. The survey is intended to help reviewers better understand the school prior to the review and to allow reviewers to ask pertinent questions while on-site. The survey results will not be used in the final report. Email addresses should be provided for all certified staff who work half-time (0.5 FTE) or more at the school (e.g. classroom teachers, resource room teachers, guidance counselors, social workers). Email addresses for administrators and non-certified staff should not be included.
14. **Student and Teacher Survey Results** - Focus Districts are expected to conduct annual surveys. Please provide the results of the most recent survey conducted by the school. The surveys provide the IIT with information about the perceptions of students and teachers regarding the school's strategies, practices, goals, and accomplishments. Additional information regarding the survey requirement can be found here: http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESurveyInformation.html

New York City Department of Education – NYC Montessori Charter School
NYSED IIT Review, November 29 - December 1, 2016

Interview & Review Day Schedule

Day 1- November 29, 2016

[redacted]	[redacted]
[redacted]	**Event 1-** School Leader Interview #1 **(Rm 201)**
[redacted]	**Event 2-** Grade/Subject Level Teacher Meeting **(Rm 401)**
[redacted]	Classroom Visitations
[redacted]	IIT Debrief/Lunch
[redacted]	**Event 3-** Student Focus Group **(Rm 407)**
[redacted]	**Event 4-** Vertical Teacher Focus Group **(Rm 604)**
[redacted]	IIT Debriefing/Work Session **(Rm 201)**
[redacted] ***Change in time to accommodate dismissal and IIT Work Time**	**Event 5** – School Leader Check-In **(Rm 201)**

Day 2 – November 30, 2016

[redacted]	[redacted]
[redacted]	**Event 1** – School Leader (SL) Interview #2 **(Rm 201)**
[redacted]	**Event 2-** Student Support Staff Focus Group **(Rm 203)**
[redacted]	Classroom Visitations
[redacted]	IIT Debrief/Lunch
[redacted]	**Event 3-** Student Work Discussion **(Rm 402)**
[redacted]	Classroom Visitations
[redacted]	IIT Debriefing/Work Session **(Rm 201)**
[redacted] **Time adjustment to stay within the 45 minute block**	**Event 4** – Parent Focus Group **(Rm 203)**
[redacted]	**Event 5** – School Leader Check-In **(Rm 201)**

Day 3 – December 1, 2016

[redacted]	[redacted]
[redacted]	IIT Team Debriefing/Work Time
[redacted]	Meet w/ SL for recommendations & feedback
[redacted]	Debrief with SL and Admin Team

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness				
Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.				
Statements of Practice	**Stage 4**	**Stage 3**	**Stage 2**	**Stage 1**
Statement of Practice 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships. b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.	a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships. b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents. c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.	a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.	a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision. c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.
	Impact: The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.			
Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.	a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement.	a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.	a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one.

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

	b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.	b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.	b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.	b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs.
	c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.	c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.	c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.	c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.
	Impact: The strategic use of resources (time, space, people, and materials) has resulted in school improvement and increased student success.			
Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data.	a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data.	a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan.	a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback.
	b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and	b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and	b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.	b) The school leader and other school administrators are not providing feedback to staff aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

	other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.	other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.	c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff.	c) The school leader and other school administrators do not use observation data and other measures of teacher effectiveness to inform staffing and professional development decisions.
	Impact: The school leaders have developed the staff's instructional capacity through collaboration, support, and quality feedback so that high-quality instruction exists throughout the school.			
Statement of Practice 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b)The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.	a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.	a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.	a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.
	Impact: The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.			
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.				
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Statement of Practice 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.	a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.	a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.	a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.
	b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.	b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.	b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.	b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.
	c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.	c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.	c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.	c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards.
	Impact: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.			

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Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.	a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas. b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS. c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.	a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas. b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills. c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.	a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans. b) Teachers use lesson plans that are not aligned to CCLS. c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.
	Impact: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.			
Statement of Practice 3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology,	a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.	a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.	a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects.	a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula.

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and other enrichment opportunities.	b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.	b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught.	b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions.	b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula.
	Impact: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.			
Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data(including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student	a) Teachers have and use a comprehensive system for using data: identified targets, pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.	a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.	a) Teachers discuss data, but these discussions do not inform curricular decisions. b) Teachers do not use a variety of assessments, or the assessments used are misaligned. c) Teachers do not provide feedback based on data.

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	ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.			
	Impact: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.			
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.				
Statements of Practice	**Stage 4**	**Stage 3**	**Stage 2**	**Stage 1**
Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students.	a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.	a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data.	a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.
	b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students.	b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students.	b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans.	b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students.
	c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.	c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.	c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.	c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.

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	Impact: The school leaders and teacher leaders have ensured that instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.			
Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students.	a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students.	a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content-based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas.	a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans.
	b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.	b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.	b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.	b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.
	Impact: Instructional practices lead to high levels of student engagement and achievement.			
Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others.	a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors.	a) Teachers have a program/plan for acceptable student expectations and are developing strategies for the program/plan to be consistently enforced or recognized by students, or teachers have a program/plan for acceptable student expectations, but do not enforce it.	a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior.
	b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.	b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs.	b) Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs.	b) Teachers' strategies do not acknowledge diverse groups of students and their needs.

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	c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives.	c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives.	c) Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives.	c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives.
	Impact: Teachers' instructional practices meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking.			
Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction.	a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students.	a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies.	a) Teachers do not have or use plans for grouping students and adjusting their instruction.
	b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs.	b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.	b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent.	b) Teachers do not use summative and formative assessments to inform instructional decision making.
	c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.	c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.	c) Teachers provide limited data-based feedback to students.	c) Teachers provide feedback that is not purposeful or based on data.
	Impact: Data-based instruction is timely and purposeful and leads to high levels of student achievement.			
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.				
Statements of Practice	**Stage 4**	**Stage 3**	**Stage 2**	**Stage 1**
Statement of Practice 5.2:	a) The school leader, using a distributive leadership model, establishes a deliberate	a) The school leader, together with staff, establishes a system that allows each student	a) The school leader is working with staff to develop a system that will allow each student to	a) The school leader has not prioritized the development of an effective system that will

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The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	system, understood and followed by all staff members that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system.	to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.	be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health.	allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health.
	Impact: The school leaders' vision and systems for social and emotional developmental health have removed barriers to learning to allow students to be academically successful.			
Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the	a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment.	a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students.	a) The school does not have a curriculum or a program in place to support the teaching of student social and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional developmental health of students, and there are no plans to provide support aligned to this work.

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	school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment.	c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment.	c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health.	c) The school does not provide professional development to build adult capacity to support student social and emotional developmental health.
	Impact: The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.			
Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.	a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs.	a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs.	a) The school community has no protocols and processes in place to identify stakeholders' roles, or the protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on their role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has not prioritized the development of a system to monitor and respond to student social and emotional developmental health needs.
	Impact: The school's collaboration with stakeholders and other partners for social and emotional developmental health has allowed students to receive the support they need to develop social-emotional learning skills and remove barriers to learning.			

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Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.	a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students.	a) The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students.	a) The school has no specific plan for how to use data to address student social emotional developmental health needs. b) The school community has not prioritized the need for using data to support students.
	Impact: The school's strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.			

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development.	a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development.	a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families. b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families.	a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families. b) The school community does not promote or engage students and families in conversations regarding student academic expectations.

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	c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working.	c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.	c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement.	c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement.
	Impact: The vision for family engagement has resulted in partnerships with families to allow children to reach the leaders' high expectations.			
Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns.	a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.	a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages.	a) The school communicates with families about school and student issues and concerns without considering translation needs.
	b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs.	b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs.	b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent.	b) The school staff does not send translations of documents to families.
	c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary.	c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.	c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents.	c) The school does not reflect on its strategies for communicating with parents.
	Impact: The school's reciprocal communication with families has allowed staff and families to learn from each other so that both can provide supports that ensure academic achievement and social- emotional growth.			

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth.	a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth.	a) The school leader is in the process of developing a plan to teach parents ways to support student learning and growth.	a) The school leader is not working on a plan to teach parents ways to support student learning and growth.
	b) After consulting teachers, student support professionals, and representative parents, the school leader provides professional development to all school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.	b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.	b) The school is in the process of implementing a plan to provide professional development to school staff on how to develop partnerships with families and/or the community, or the staff is not fully implementing the strategies in the school's plan.	b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.
	Impact: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.			
Statement of Practice 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies.	a)School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them.	a) The school staff recognizes that there is a need to share and integrate data systems to identify family needs, and a plan is being developed to do so, or the school staff uses data but is not working with the school's partnerships to share and respond to data pertaining to family needs.	a) There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems.
	b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.	b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.	b) The school community inconsistently shares data regarding student learning needs and success that families can access and understand.	b) The school community does not share data with parents in ways they can understand.
	Impact: The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.			

2015-16 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

KEY:

Excellent | Good | Fair | Poor

General Information

Principal: Gina Sardi
Grades served: PK,0K,01,02,03,04,05,SE
Enrollment: 322
Shared Space: Yes
Admissions methods:

Student Demographics

Asian: 0% | Black: 32% | Hispanic: 64% | White: 1%
English Language Learners: 22%
Student with Special Needs: 21%

Staff Experience

Years of principal experience at this school: N/A
% of teachers with 3 or more years of experience: N/A

Attendance

Student Attendance: 92% (City: 94%) | Students Chronically Absent: 30% (City: 19%)
Teacher Attendance: N/A

423 East 138th Street
Bronx, NY 10454
347-226-9094

Programs and Activities

81% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school (City: 89%)

2015-16 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)

STUDENT ACHIEVEMENT

Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?

- All Students at this School
- School's Lowest Performing Students

Math

How well did this school help students improve on their State math tests?

- All Students at this School
- School's Lowest Performing Students

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners		
Students with Special Needs		
City's Lowest Performing Students		

Performance on State Tests

English

12%

met State standards on the State English test;
the average score at this school was 2.2 out of 4.5

Comparison Group*: 19%
District: 21%
City: 39%

Math

12%

met State standards on the State math test;
the average score at this school was 2.2 out of 4.5

Comparison Group*: 20%
District: 21%
City: 40%

At this school, how did students from different starting points in 3rd grade perform on state tests in 5th grade?

English

Starting Point (3rd grade level)	5th Grade Outcomes (on state ELA test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	N/A scored 3 or 4	N/A
Level 1	32% scored 2, 3, or 4	28%

Math

Starting Point (3rd grade level)	5th Grade Outcomes (on state math test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	N/A scored 3 or 4	N/A
Level 1	6% scored 2, 3, or 4	21%

Passing Courses

Next Level Readiness

N/A

pass rate by this school's former 5th graders in their 6th grade classes in math, English, social studies, and science

Comparison Group*: N/A
District: 84%
City: 94%

Which middle schools did students from this school most frequently attend?

N/A

KEY:

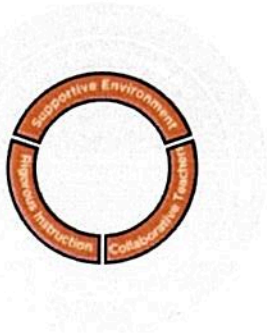
- Excellent
- Good
- Fair
- Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their prior test scores, disability status, and economic need. The "comparison group" result is an estimate of how the students at this school would have performed if they had attended other schools throughout the city.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

2015-16 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)



[1] Quality Review

Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. The school's authorizer is New York State Education Department. The authorizer's reports can be found on the authorizer's website:

http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html

[2] Survey Response Rates

Teachers:	38%	(13)
Parents:	17%	(45)

KEY:

- Excellent
- Good
- Fair
- Poor

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

N/A

How effective is the teaching and learning?

N/A

How well does the school assess what students are learning?

N/A

Survey [2]

81%

responded positively to questions about Rigorous Instruction

District: 86%
City: 85%

Selected Questions

91% of teachers say that students do reading and writing grounded in evidence from text (City: 91%)

100% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 92%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

N/A

Survey

76%

responded positively to questions about Collaborative Teachers

District: 83%
City: 84%

Selected Questions

100% of teachers say that they work together to design instructional programs (City: 91%)

83% of teachers say that they have opportunities to work productively with colleagues in their school (City: 86%)

85% of teachers say that they feel responsible that all students learn (City: 90%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

Survey

74%

responded positively to questions about Supportive Environment

District: 77%
City: 80%

Selected Questions

92% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 94%)

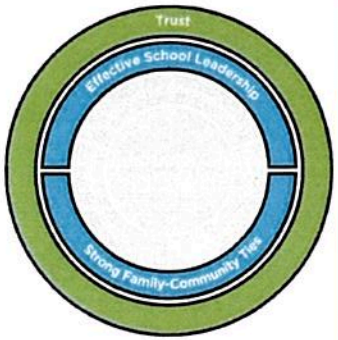
67% of teachers say that adults at the school teach students how to advocate for themselves (City: 83%)

100% of teachers say that students feel it is important to come to school every day (City: 90%)

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

2015-16 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)



Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

91%

responded positively to questions about Effective School Leadership

District: 87%
City: 85%

Selected Questions

100% of teachers say that the principal communicates a clear vision for this school (City: 86%)

83% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 81%)

92% of parents feel that the principal works to create a sense of community in the school (City: 94%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

86%

responded positively to questions about Strong Family-Community Ties

District: 90%
City: 91%

Selected Questions

84% of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 93%)

86% of parents feel that teachers understand families' problems and concerns (City: 93%)

92% of teachers say that teachers at this school work closely with families to meet student needs (City: 97%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

87%

responded positively to questions about Trust

District: 90%
City: 89%

Selected Questions

82% of teachers say that they trust the principal (City: 78%)

83% of teachers say that they trust each other (City: 82%)

86% of parents say that school staff work hard to build trusting relationships with them (City: 94%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers:	38%	(13)
Parents:	17%	(45)

KEY:

Excellent
Good
Fair
Poor

For more information on this document: http://schools.nyc.gov/NR/rdonlyres/74BFBB39-8015-4264-820E-46A81D6C265F/0/2016FamilyGuideEMS.pdf

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2015-16/School_Quality_Guide_2016_EMS_X554.pdf
Quality Review: http://schools.nyc.gov/Accountability/tools/review/default.htm
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports/2015-16/Survey_2016_X554.pdf
NYC School Directory: http://schools.nyc.gov/ChoicesEnrollment/Elementary/Resources/default.htm
NYC School Dashboard: https://schoolqualityreports.nyc/reports/dashboard.html - dbn=84X554&report_type=EMS&view=City

2014-15 School Quality Snapshot / ES

www.nycmcs.org

New York City Montessori Charter School (84X554)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

KEY:

Excellent | Good | Fair | Poor

General Information

Principal: Gina Sardi
Grades served: PK,0K,01,02,03,04,SE
Enrollment: 307
Shared Space: Yes
Admissions methods:

Student Demographics

Asian: 1% | Black: 33% | Hispanic: 61% | White: 1%
English Language Learners: 18%
Student with Special Needs: 22%

Staff Experience

Years of principal experience at this school: N/A
% of teachers with 3 or more years of experience: N/A

Attendance

Student Attendance: 91% | Students Chronically Absent: 34%
Teacher Attendance: N/A

423 East 138th Street
Bronx, NY 10454
347-226-9094

Programs and Activities

88% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school

2014-15 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)

Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?

All Students at this School	N/A
School's Lowest Performing Students	N/A

Math

How well did this school help students improve on their State math tests?

All Students at this School	N/A
School's Lowest Performing Students	N/A

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners	N/A	N/A
Students with Special Needs	N/A	N/A
City's Lowest Performing Students	N/A	N/A

Performance on State Tests

English

5%

met State standards on the State English test;
the average score at this school was 2.0 out of 4.5

City: 30%
District: 12%
Comparison Group*: 12%

Math

18%

met State standards on the State math test;
the average score at this school was 2.3 out of 4.5

City: 39%
District: 18%
Comparison Group*: 16%

At this school, how did students from different starting points in 3rd grade perform on state tests in 5th grade?

English

Starting Point (3th grade level)	5th Grade Outcomes (on state ELA test)	City
Level 3 or 4	N/A scored 3 or 4	66%
Level 2	N/A scored 3 or 4	26%
Level 1	N/A scored 2, 3, or 4	33%

Math

Starting Point (3th grade level)	5th Grade Outcomes (on state math test)	City
Level 3 or 4	N/A scored 3 or 4	74%
Level 2	N/A scored 3 or 4	28%
Level 1	N/A scored 2, 3, or 4	28%

Passing Courses

Next Level Readiness

N/A

pass rate by this school's former 5th graders in their 6th grade classes in math, English, social studies, and science

City: 94%
District: 90%
Comparison Group*: N/A

Which middle schools did students from this school most frequently attend?

N/A

KEY:

Excellent
Good
Fair
Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

2014-15 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)

[1] Quality Review

Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. The school's authorizer is New York State Education Department. The authorizer's reports can be found on the authorizer's website:

http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html

[2] Survey Response Rates

Teachers: 63%
Parents: 37%

KEY:

Excellent
Good
Fair
Poor

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

N/A

How effective is the teaching and learning?

N/A

How well does the school assess what students are learning?

N/A

Survey [2]

74%

responded positively to questions about Rigorous Instruction

City: 91%
District: 89%

Selected Questions

83% of teachers say that students do reading and writing grounded in evidence from text (City: 95%)

85% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 94%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

N/A

Survey

83%

responded positively to questions about Collaborative Teachers

City: 89%
District: 87%

Selected Questions

83% of teachers say that they work together to design instructional programs (City: 94%)

83% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)

75% of teachers say that they feel responsible that all students learn (City: 92%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

N/A

Survey

73%

responded positively to questions about Supportive Environment

City: 92%
District: 89%

Selected Questions

77% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 96%)

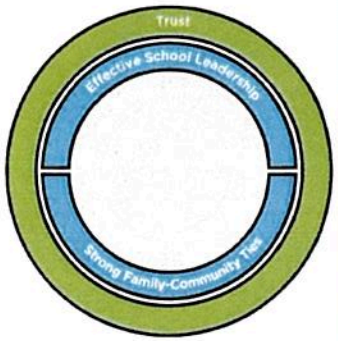
95% of teachers say that adults at the school teach students how to advocate for themselves (City: 95%)

82% of teachers say that students feel it is important to come to school every day (City: 96%)

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

2014-15 School Quality Snapshot / ES

New York City Montessori Charter School (84X554)



Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

77%

responded positively to questions about Effective School Leadership

City: 81%
District: 79%

Selected Questions

79% of teachers say that the principal communicates a clear vision for this school (City: 88%)

67% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 83%)

88% of parents feel that the principal works to create a sense of community in the school (City: 91%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

86%

responded positively to questions about Strong Family-Community Ties

City: 85%
District: 85%

Selected Questions

84% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 92%)

92% of parents feel that teachers try to understand families' problems and concerns (City: 94%)

88% of teachers say that teachers at this school work closely with families to meet students' needs (City: 97%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

91%

responded positively to questions about Trust

City: 91%
District: 91%

Selected Questions

87% of teachers say that they trust the principal (City: 83%)

79% of teachers say that they trust each other (City: 87%)

89% of parents say that school staff work hard to build trusting relationships with them (City: 93%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers: 63%
Parents: 37%

KEY:

Excellent
Good
Fair
Poor

For more information on this document: http://schools.nyc.gov/NR/rdonlyres/5068209C-326B-4FDB-9746-EAF6B5C39279/0/SnapshotFamilyGuideES2015.pdf

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_X554.pdf
Quality Review: http://schools.nyc.gov/Accountability/tools/review/default.htm
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_X554.pdf
NYC School Directory: http://schools.nyc.gov/NR/rdonlyres/242B11CB-2515-4927-A53B-91DDB721D083/0/2014_15Bronx.pdf

new york city
montessori
charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th St, Bronx, NY 10454
December 14, 2016
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Candidates for Board of Trustees

IV. Approval of 11/16/16 Meeting Minutes (2 minutes)

V. Committee Reports (15 minutes)
   A. Building and Grounds
   B. Education
   C. Finance

VI. State of the School (30 minutes)
   - Report – SED Site Visit
   - Updates on Instruction, Discipline
   - Updates on Finance, Enrollment, and Staffing

VII. Adjournment

New York City Montessori Charter School Board of Trustees

November 16th, 2016 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm. Ms. Clay, Mr. Cohen, Ms. Grossman, Mr. Mullane and Principal Hayes were present. Maria Keane participated by phone.

The meeting was called to order. There were no public comments.

The board approved the minutes from the October meeting.

The board discussed the status of board recruitment and efforts to expand the board. Ms. Grossman introduced Ms. Keane who had expressed interest in the board. Ms. Keane is a practicing attorney at Paul, Weiss, Rifkind, Wharton & Garrison LLP who specializes in employment law matters and has assisted the school with certain legal matters in the past. Ms. Keane has an educational and professional background in education. The board discussed Ms. Keane's interest in joining the board and asked questions of her. A motion was introduced to elect Ms. Keane to the board subject to Ms. Keane obtaining the appropriate approvals including from the State Education Department. The motion was unanimously passed.

Next the board turned to committee reports. The building and grounds committed discussed the open tax bill from the school's landlord and next steps in responding to the landlord's request for payment – primarily to request an itemized breakdown from the landlord of those portion of the taxes for which the School is responsible. After building and grounds, Ms. Clay delivered the education committee report. Ms. Clay informed the board that the Hostos internship program would being in the spring and that a Hostos educator would also be working to provide professional development for physical education instruction at the school. Ms. Clay then discussed the corrective action plan and the development of the principal evaluation and informed the board that the evaluation template would be presented to the board for approval at the December board meeting. Finally the finance committee discussed the current procedures for approving larger expenditures.

Following committee reports Principal Hayes delivered the principal's report. The board discussed the state of the school "school quality snapshot" which has overall improved since last year. The board asked questions of Principal Hayes regarding the quality snapshot and discussed the matrices contained therein. Next Principal Hayes discussed the upcoming visit to the School

by the State Education Department which is scheduled to take place from November 29th to December 1st. Mr. Hayes informed the board of the School's preparation including the materials that have been prepared. Mr. Hayes also indicated that he would receive initial feedback on the third day of the visit which he would relay to the board at the December meeting. Following discussion of the SED visit, Mr. Hayes described for the board his visit to the Yonkers Montessori and the insight he gained through that visit into how SED evaluates public Montessori schools. Finally Mr. Hayes and the board discussed enrollment and plans to bring current enrollment from 279 students to the target of 295.

There being no further business before the board, the meeting was adjourned at 5:30pm.

Margaret B. Grossman

John Mullane for M. Grossman

Secretary

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

November 16, 2016

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Attendees: *Denise Clay, Jacqueline DiSanto, and Abeku Hayes*

I. Call to Order – The meeting was called to order by the Chair.

II. Minutes of the October 2016 Meeting – The Minutes were approved as submitted.

III. Collaboration with Hostos Community College (10 minutes)
- Intern Program – It was reaffirmed that Dr. DiSanto would reach out to Hostos' Career Services Department and acquire student intern placements from the Hostos EDU 113 course (Spring 2017). The Program is scheduled to start in January (2017). Hostos students are required to complete 120 hours for the internship. Ms. Genine Morris will coordinate the program at NYCMCS.
- Supplemental Physical Education Curriculum & Professional Development (PD) – The program is operating as planned.

IV. Corrective Action Plan (20 minutes)
- Student Data – Principal Hayes reported that the problem that had occurred with the organization responsible for holding the school's student data had not yet yielded the data. The matter has caused the Principal to not be able to retrieve the baseline student benchmark data due to this publisher's error.

V. Process Development of Principal Evaluation 2016-17 Form – The process revisited. Data from a Marzano principal evaluation tool and a multidimensional principal evaluation tool had been merged. It was stressed that the tool is to be data driven and focus on student achievement evidence. Principal Hayes was requested to identify any components that fail to reflect the Montessori approach. A Montessori Principal Evaluation will be secured also to obtain additional evaluative information to be included in the tool. The draft tool will be modified, as appropriate. Benchmarks for the Principal stipends are to be included. The benchmarks and Principal Evaluation Tool are to be voted upon by the NYCMCS Board of Trustees at the December (2016) meeting.

VI. Adjournment – The meeting adjourned at 4:28 p.m.

new york city
montessori
charter school

PRINCIPAL'S REPORT

December 14, 2016

State Visit Follow-up

1. Recommendations
    a. Before Thursday, December 8, 2016, the school leader will:
        i. Create a plan of action that will build instructional capacity of teachers, by shifting the mindset of staff from focusing on barriers that prohibit them from meeting the instructional expectations of the school leader, to instructional strategies that will meet the educational needs of all students. (For example a book study on change of mindset, facilitated by the school leaders,).
        ii. Implementation of the plan should begin by the week of December 19th..
    b. By the next Lead Teacher Team Meeting on December 6, 2016, the school leader should communicate expectations for effective lesson planning to be shared with all teachers by the week of December 12th. All lesson plans should include Common Core Learning Standards, learning objectives, differentiation and formative assessments. The lesson plan should also include higher order questions. The school leader should collect lesson plans, to review and provide specific instructional feedback to teachers.
    c. Beginning the week of December 12th, the school leaders should conduct their weekly walkthroughs with a specific instructional focus. Written actionable feedback should be provided to teachers to provide them with ongoing support to promote increased student achievement. The initial walkthroughs should be conducted as a leadership team, to calibrate the observation and feedback.
    d. By December 12, 2016, the school leader should meet with the Assistant Principal of School Culture, Culture Coordinators, Mental Health Counselor and teacher representatives, to draft a plan to address students who have been identified with social, emotional, behavioral, and academic needs. A schedule of monthly meetings with the team should be developed to create a consistent process for identifying students and developing interventions that meet student needs.
    e. At the next Family Association meeting on December 16, 2016, the school leader should work with members to create a parent survey that will provide the school with information about parent and family support needs, concerns, and ideas. The survey should be distributed beginning January 2017. It should be mailed home to parents and made available to parents through technology. The school leader and Family Association should collate responses and use data to plan parental engagement opportunities for the remainder of the school year.
2. What has been accomplished:

a. We will be working as a team to split into professional learning communities to student the book Mindset by Carol Dweck. Teachers will be taken through a comprehensive work through of realigning our focus and expectations around workload and job expectations.
b. A new lesson planning template has been rolled out to the entire staff and teachers are submitting their first formal submission in this system on Friday.
c. A new quick visit form was constructed with the state feedback in mind. We have begun collecting data using those forms and we will move forward focusing on one thing a week. This week the focus has been higher order thinking questioning.
d. A process has been created and the team is currently working to create a list of all of the various children who require our support or additional supports per the state recommendation and our past practices.
e. The survey is being constructed. We will be present for the parent meeting this month to gather their thoughts however this meeting is not being held until the 23rd.

Instruction

1. Staffing
    a. Needs
        i. Currently we have lost several staff members for various unavoidable life reasons. We are happy to say that no resignation has been based on anything related to work satisfaction.
        ii. We have lost the following positions
            1. Instructional Coach
            2. Pre K Lead Teacher
            3. 4/5 Associate Teacher
            4. 2/3 Lead Teacher
    b. Recommendations
        i. We will not be replacing the Instructional Coach and will be able to reallocate those funds.
        ii. We are currently moving people around internally to fill the other positions and hope to recruit from the outside.
2. Formal Observations
    a. Formal observations have been delayed by a lack of bandwidth when it comes to completing all of the given work. Principal Hayes and Kim Smaw have been covering teaching assignments to ensure that students get strong instruction in all testing grades.
    b. All teachers will receive their formal debrief before the Christmas break.
3. Testing and Data
    a. We are currently working to process all of the testing data. We hope to provide the following cuts of the data:
        i. State Testing
            1. Overall Yearly Performance
            2. Class/Teacher
            3. Cohort (students who are currently enrolled or finished 5th grade with us last year)

Operations

1. Enrollment
    a. Currently our enrollment is 274 without PreK. With a total of 325 students in the building.

School Culture

1. Discipline Policy Update
        i. In your packet you will find the updated version of the discipline policy for your review and approval. There is no redline version of the document so we have also provided the original that was approved by the board and our update for this year.

new york city
montessori
charter school

2015-16 Discipline Policy

NYCMCS DISCIPLINE POLICY

The school-wide code of conduct upholds the Montessori values of grace, courtesy, respect and responsibility and is based on the following rights and responsibilities of the student.
All members of the school community—students, staff, and parents—must know and understand the standards of behavior that all students are expected to live up to and the consequences if these standards are not met.
The Citywide Standards of Intervention and Discipline Measures (the Discipline Code) provides a description of conduct that does not meet the standards of behavior expected of students in the New York City public schools. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures that schools may use to address misbehavior. Also included is the Code of Conduct.
The Discipline Code applies to all students.

RIGHTS	RESPONSIBILITIES
	EXPECTATIONS
Students have the right to learn.	**Students have the responsibility to participate actively and be responsible learners.** For example, students should: · *always try their best* · *be on time and ready to work* · *stay focused and avoid distracting others* · *complete assignments and follow directions*
Students have the right to be respected.	**Students have the responsibility to respect others (not to bully, tease, pick on, or harass others).** For example, students should : · *be polite and wait their turn* · *use kind words* · *use good listening skills* · *be honest and tell the truth*
Students have the right to be safe	**Students have the responsibility to behave in a safe manner and to protect the safety of others.** For example, students should : · *walk calmly; no running in the hallways* · *stay in the designated areas within the school* · *play games safely* · *report dangerous situations to staff*
Students have the right to privacy and security of their personal space and property.	**Students have the responsibility to respect the property and privacy of others (students, staff and community).** For example, students should : · *not touch other people's property without permission* · *respect other people's personal boundaries* · *ask before photographing/recording someone*
Students have the right to use school installations, equipment and property.	**Student have the responsibility to use the school's equipment, installations and property according to all applicable rules and with care and respect.** For example, students should : · *clean up after themselves* · *ask before borrowing* · *return materials promptly and neatly*

2015-16 Discipline Policy

Behavior in Classroom: Students are expected to listen and follow all teachers' directions. Students will respect themselves, others and all classroom materials. Students will remain in the classroom at all times, unless escorted or given permission by the teacher.

Behavior in Halls: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working. Students will not be in the hallways without an adult or the written/verbal consent of their teacher. Any students found outside the classroom without an escort or consent will be immediately escorted to their classroom by staff. Students will not ride the elevator without an adult escort under any circumstances.

Behavior in Restrooms: Students will respect the privacy and rights of others and act responsibly in restrooms. Any misuse of towels, waste, toilet paper, soap, or defacing of restroom facilities constitutes destruction of property.

Behavior in the Dining Room: The dining room should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must remain quiet for the first 15 minutes of each lunch period, and keep their voices low for the remainder of their lunch period. Students must stay seated and raise their hand in order to receive permission from an adult to leave their seat, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Behavior on Playgrounds/Recess/Terrace: The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge. Objects are not to be thrown on the terrace (footballs, frisbee, soccer balls, etc.).

Behavior During School Sponsored Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies. Students are expected to remain with their teacher/chaperone during the entirety of the trip.

Excessive Tardiness, Absences, Leaving School Without Permission: Students must be on time for school and in their classrooms by 8:20 a.m.; after this time they will be marked late or absent. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Behavior on Bus: The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver, remain seated until notified to unload the bus, and keep their seat belts on at all times. They must not hit, scream, remove their seatbelt, block the aisles or disobey the school bus driver.

PROMOTING POSITIVE STUDENT BEHAVIOR

Character education is a key component in educating the whole child. NYCMCS is committed to the social, emotional, intellectual and physical development of the child. It is only through such development that the children can fully succeed academically, and in life.

NYCMCS had adapted 3 values that will be the basis of our code of conduct. These values or leadership traits assist in the social and emotional development of our students. The values are

1. **Respect**
2. **Responsibility**
3. **Safety**

Each value, along with others, will be the focus of a community meeting each month. All concepts are also integrated into the educational program.

MANAGEMENT OF EVERYDAY BEHAVIORS

To promote students' compliance with the school's code of conduct, the teacher should involve students in its **re-creation** as their "own" code of conduct. At the beginning of the year, the teacher should meet with the children to establish the rules of the classroom and the school, and steer class discussion to include rules corresponding to those in the school code of conduct. To do this, each class teacher should guide and shape a discussion of the reasons why the students come to school (for example, "to learn", "to make friends") and what they need in order to do these things (for example, "to listen", "to be friendly"). Then the teacher should discuss the rights and responsibilities of students and lead the group to express the appropriate rules in their own words. These rules should be posted on the wall in the classroom.

After posting the rules, the teacher should shape a discussion around consequences. What shall we do if anyone breaks the rules? Typical consequences should emphasize apology and making amends. They might include:

- *Sit still and think for five minutes and then say what you will do to behave differently in the future.*
- *Apologize if you have done something to hurt some-one else.*
- *Repair or replace anything you damage.*
- *5-10 minute exclusion from group activity.*

The code of conduct should be explicitly discussed and gently but firmly enforced in a consistent way in all school venues (for example, halls, gymnasium, outdoor areas), and by all members of staff.

ADDRESSING THE BEHAVIORAL NEEDS OF PRE-K CHILDREN

The Discipline Code establishes behavioral expectations for students in grades K-5. The Discipline Code does not apply to students in Pre-K. The Department of Education and the NYC Administration for Children's Services are committed to ensuring that all children leave early childhood programs prepared to enter kindergarten ready to succeed academically and behaviorally. For more information about Behavior Management, see the Administration for Children's Services and Department of Education's Statement on Behavior Management on the Department of Education website under Early Childhood: http://schools.nyc.gov/Academics/ EarlyChildhood/educators/UPK.htm.

ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions.

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

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;

- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

ADDRESSING BULLYING AND BIAS- BASED BEHAVIOR

Bullying, harassment and intimidation means any intentional conduct, including verbal, physical or written conduct, or intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being.

Electronic communication means communication transmitted by means of an electronic device, including a phone or computer.

The goal of the Dignity For All Students Act (DASA) is to provide all public school students with a safe, supportive and positive school climate in which they can learn, excel and graduate ready for college or a career.
A safe and supportive environment is free from discrimination, intimidation, taunting, harassment, and bullying on school property and /or at a school function. School property is defined as any building, structure, field, parking lot or land that sits within the property boundaries of a school, as well as school buses. School functions refer to any school sponsored extra-curricular event or activity.

If as a parent you have concerns that your child is the target of bullying behavior, please report your concerns to your child's school. If, after reporting to your child's school, you require additional assistance, please contact your school's District Family Advocate (elementary and middle schools) or Borough Family Advocate (high schools) or email RespectforAll@ schools.nyc.gov.

Any student who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student should report the incident to the DASA Coordinator or to any other school employee. If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of School and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov All reports of harassment, discrimination, and/or bullying behavior will be investigated.
For further information, please see Chancellor's Regulation A-832.

NO STUDENT SHALL BE SUBJECTED TO HARASSMENT BY EMPLOYEES OR STUDENTS, NOR SHALL ANY STUDENT BE SUBJECTED TO DISCRIMINATION BASED ON THEIR ACTUAL OR PERCEIVED RACE, COLOR, WEIGHT, NATIONAL ORIGIN, ETHNIC GROUP, RELIGIOUS PRACTICE, DISABILITY, SEXUAL ORIENTATION, GENDER, SEX, OR OTHER CHARACTERISTIC.

The following actions are taken to implement DASA:

- Amended the Code of Conduct to prohibit discrimination, harassment, and bullying
- Designated a Dignity Act Coordinator to oversee implementation of DASA and who is trained to handle human relation issues
- Required that students receive instruction on civility, citizenship and character education by expanding their concepts of tolerance, respect for others and dignity
- Required school employee training:
  - To raise awareness and sensitivity to potential discrimination, harassment or bullying.
  - To enable prevention and response to discrimination, harassment or bullying
  - To promote a supportive school environment that emphasizes positive relationships
- Provided for the report of material incidents of harassment, discrimination and/or bullying annually to the New York State Education Department.

WHEN A STUDENT INFRINGES THE RULES

Initial Response: The teacher should have a conversation with the child, asking. "What did you do? What was wrong with your action? What is the rule? What will you do from now on?" If the teacher deems it necessary, he/she applies the appropriate consequence from those generated by the students or consults the code of conduct accordingly. If the misbehavior stems from a conflict between children, the teacher should call all children involved and ask each one to say what happened, to explain their part in the conflict, and how they felt about it. The teacher should ensure that all children listen to one another. All conversations should end with an agreement about how the students will behave differently in the future, preferably in writing.

Record Keeping: All classroom teachers are required to maintain accurate and up to date documentation of all infractions that require disciplinary action. Classroom teachers are also responsible for keeping parents up to date on infractions. If classroom removal is sought, infraction forms must be submitted to the designated record keeper prior to the removal of the student from the classroom, along with designated classwork (if applicable) and must be proportionate to the amount of time spent outside of the classroom.

IMMEDIATE PROCEDURES FOR DEALING WITH SERIOUS BEHAVIORS

For behaviors that merit removal from class:
If a child displays behaviors that impede the functioning of the class, teachers may request assistance to either help the child settle in to class or be removed for a short time to help the child calm down and re-focus. In these cases, the Director of School Culture should be called. They will either intercede or if necessary summon the assistance of the behavior team. (They should also be called, in that order, if the Director of School Culture is unavailable). At that point they will take the child and have a conversation and decide what the next action should be. In any situation in which a child is removed from class for an extended amount of time, a work packet must be provided.

When repeatedly disruptive behavior (see tier 3), or that merits suspension occurs, or more serious infractions as such as aggressive or harmful behavior resulting in or risking minor injuries (e.g. hitting, spitting, kicking, fighting, see Tiers 4 and 5), the Director of School Culture will centralize the information, investigate the incident, and make the decisions about immediate dealings with the child and the disciplinary actions to be taken. The procedure is described below.

1. The teacher should phone the Director of School Culture (DSC) to advise her of the problem.
2. The student should to be taken to the. If two children were involved and displayed the behavior, they should be sent separately to the DSC who will determine if the children should talk about the incident together.
3. The child(ren) will be asked to fill out a Behavior Reflection Form, explaining what happened, their own role and responsibility, and their understanding of how they should behave in the future. Students may also be asked to show this written form to their parents.
4. The teacher should write an incident report immediately and send it to the DSC.
5. The DSC files the incident report, and notifies the parents of the actions taken.
6. If the behavior merits a principal's suspension, the DSC will notify the parents immediately to schedule a principal's hearing within 24 hours.
7. A decision will be made at the principals hearing regarding the length of suspension and if any additional supports are required.

INFRACTIONS AND POSSIBLE DISCIPLINARY ACTIONS AFTER EVERYDAY CLASS MANAGEMENT STRATEGIES FAIL

Infractions in school are grouped according to severity in five tiers. The following chart lists those infractions and the range of actions to be taken at each tier. This chart follows the guidelines of the DoE.

TIER 1 Uncooperative, non-compliant , behavior	Range of Disciplinary actions
1.1 Unexcused absence from school (A-D only) **1.2** Bringing prohibited equipment or items to school without authorization (e.g. cell phone, tablet, or other electronic communication/entertainment device) (A-E only.) **1.3** Failing to be in one's assigned place on school premises (A - E only) **1.4** Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) **1.5** Engaging in verbally rude or disrespectful behavior **1.6** Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A·E only) **1.7** Riding elevators or walking in the hallways without an escort or without the written/verbal consent of a staff member	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher

TIER 2 Disorderly behavior	Range of Disciplinary actions
2.1 Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A·D only) **2.2** Gambling **2.3** Using profane, obscene, vulgar, or lewd language, gestures, or behavior **2.4** Lying to, giving false information to, and/or misleading school personnel **2.5** Misusing property belonging to others **2.6** •Engaging in or causing disruptive behavior on the school bus **2.7** Leaving class or school premises without permission of supervising school personnel **2.8** Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades K-3 only; see Infraction 3.7 for grade 4. For shoving, pushing, etc. see 3.3) **2.9** Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations) **2.10** Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g. copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (grade 4 only) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom by teacher G. In-school suspension/Removal from classroom by teacher

2.11 Inappropriate use of electronic technology (e.g. unauthorized audio/video recording	
TIER 3 Disruptive behavior	**Range of Disciplinary actions**
3.1 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A-G only) **3.2** Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (for grades K-3, A-G; for grade 4, A-I) **3.3** Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see 4.2) (for grades K-3, A-G; for grade 4, A-I) **3.4** Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K-3, A-G; for grade 4, A-1) **3.5** Knowingly possessing property belonging to another without authorization (for grades K-3, A-G; for grade 4, A-I) **3.6** Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (for grades K-3, A-G; for grade 4, A-I) **3.7** Engaging In Inappropriate or unwanted physical contact or touching someone in a private part of body. (For grade 4 only; see Infraction 1.8 for grades K-3. For shoving. Pushing. etc., use 3.3.) **3.8** Engaging in gang-related behavior (e.g. wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (grade 4 only) (D-I only) **3.9** Engaging In vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K-3, C-G; for grade 4, C-I.) **3.10** Posting or distributing libelous material or literature (Including posting such material on the Internet) (for grades K-3, C-G; for grade 4, C-I.)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I:** Principal's suspension for 6-10 days

TIER 4 Aggressive, injurious or harmful behavior	**Range of Disciplinary actions**
4.1 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D-only) **4.2** Engaging In physically aggressive behavior other than minor altercations as described under 3.3, which creates a substantial risk of or results in minor injury **4.3** Engaging in an act of coercion or threatening or instigating violence, Injury or harm to another or others **4.4** Engaging in behavior on the school bus which creates a substantial risk of or results in injury **4.5** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm, seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass **4.6** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender Identity, gender expression, sexual orientation, or disability; such behavior includes	**D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days **J.** Expulsion

but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel astudent or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory Jokes or name calling to humiliate or harass. **4.7** Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. **4.8** Falsely activating a fire alarm or other disaster alarm (D·I only) **4.9** Making a bomb threat (D·I only) **4.10** Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) **4.11** Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle, umbrella, or laser pointer) **4.12** Starting a fire (H·J only) **4.13** Inciting/causing a riot (G·J only) **4.14** Possessing or selling any weapon (G·J only) **4.15** Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol	

TIER 5 Seriously dangerous or violent behavior	**Range of Disciplinary actions**
5.1 Starting a fire (For grades K·3, D·J only; for grade 4, I - J only) **5.2** Threatening to use or using force to take or attempt to take property belonging to another (For grades K-3, D·H; for grade 4, I- J only) **5.3** Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (For grades K-3, 0-J only; for grade 4, I-) only) **5.4** Using extreme force against or inflicting or attempting to Inflict serious injury upon students or others (For grades K-3, D·H only; for grade 4, 1-J only) **5.5** Planning, instigating. or participating with another or others, in an incident of group violence (For grades K-3, 0-H; for grade 4, 1-J only) **5.6** Engaging In threatening. dangerous or violent behavior that Is gang-related (For grades K-3, 0-H; for grade 4, I-J only) **5.7** Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (For grade 4, 1-J only) **5.8** Selling or distributing illegal drugs or controlled substances and/or alcohol (For grades K-3. D H; for grade 4, I·J only) **5.9** Possessing or selling any weapon, other than a firearm, as defined in Category I (For grades K-3, D-H; for grade 4, 1-J only) **5.10** Using any weapon, other than a firearm to threaten or to attempt to inflict injury upon school personnel, students, or others (For grades K-3, D-H; for grade 4, I-J only) **5.11** Using any weapon, other than a firearm to inflict injury upon school personnel, students, or others (For grades K-3, D·H; for grade 4, 1-J only) **5.12** Possessing or using a firearm J only)	**D.** Parent conference (K-3 only) **E.** ln-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime) (K-3 only) **F.** Removal from classroom by teacher (K-3 only) **G.** In-school suspension/Removal from classroom by teacher to an alternative learning environment (K·3 only) **H.**Principal's suspension for 1-5days (K-3 only) **I.**Principal's suspension for up to 5 days. J. Expulsion

Bus infractions

Infractions result in the following consequences: Incident reports will be written and reported by the bus driver

1st infraction= Written warning sent home
2nd infraction= 1 day off school bus
3rd infraction= 2 days off school bus
4th infraction= 1 week off school bus
5th infraction= 1 month off school bus
6th infraction= permanent removal from school bus

LEGAL CONSIDERATIONS

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the principal. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

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. The Principal may modify such expulsion requirement for a 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 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.

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

To ensure the effective application of the NYCMCS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the teaching of the peace curriculum, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, Administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership.

new york city
montessori
charter school

2015-16 Discipline Policy

NYCMCS DISCIPLINE POLICY

The school-wide code of conduct upholds the Montessori values of grace, courtesy, respect and responsibility and is based on the following rights and responsibilities of the student.
All members of the school community—students, staff, and parents—must know and understand the standards of behavior that all students are expected to live up to and the consequences if these standards are not met.
The Citywide Standards of Intervention and Discipline Measures (the Discipline Code) provides a description of conduct that does not meet the standards of behavior expected of students in the New York City public schools. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures that schools may use to address misbehavior. Also included is the Code of Conduct.
The Discipline Code applies to all students.

RIGHTS	RESPONSIBILITIES
Students have the right to learn.	**Students have the responsibility to participate actively and be responsible learners.** For example, students should: *always try their best* *be on time and ready to work* *stay focused and avoid distracting others* *complete assignments and follow directions*
Students have the right to be respected.	**Students have the responsibility to respect others (not to bully, tease, pick on, or harass others).** For example, students should : *be polite and wait their turn* *use kind words* *use good listening skills* *be honest and tell the truth*
Students have the right to be safe	**Students have the responsibility to behave in a safe manner and to protect the safety of others.** For example, students should : *walk calmly; no running in the hallways* *stay in the designated areas within the school* *play games safely* *report dangerous situations to staff*
Students have the right to privacy and security of their personal space and property.	**Students have the responsibility to respect the property and privacy of others (students, staff and community).** For example, students should : *not touch other people's property without permission* *respect other people's personal boundaries* *ask before photographing/recording someone*
Students have the right to use school installations, equipment and property.	**Student have the responsibility to use the school's equipment, installations and property according to all applicable rules and with care and respect.** For example, students should : *clean up after themselves* *ask before borrowing* *return materials promptly and neatly*

2015-16 Discipline Policy

EXPECTATIONS

Behavior in Classroom: Students are expected to listen and follow all teachers' directions. Students will respect themselves, others and all classroom materials. Students will remain in the classroom at all times, unless escorted or given permission by the teacher.

Behavior in Halls: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working. Students will not be in the hallways without an adult or the written/verbal consent of their teacher. Any students found outside the classroom without an escort or consent will be immediately escorted to their classroom by staff. Students will not ride the elevator without an adult escort under any circumstances.

Behavior in Restrooms: Students will respect the privacy and rights of others and act responsibly in restrooms. Any misuse of towels, waste, toilet paper, soap, or defacing of restroom facilities constitutes destruction of property.

Behavior in the Dining Room: The dining room should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must remain quiet for the first 15 minutes of each lunch period, and keep their voices low for the remainder of their lunch period. Students must stay seated and raise their hand in order to receive permission from an adult to leave their seat, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Behavior on Playgrounds/Recess/Terrace: The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge. Objects are not to be thrown on the terrace (footballs, frisbee, soccer balls, etc.).

Behavior During School Sponsored Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies. Students are expected to remain with their teacher/chaperone during the entirety of the trip.

Excessive Tardiness, Absences, Leaving School Without Permission: Students must be on time for school and in their classrooms by 8:20 a.m.; after this time they will be marked late or absent. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Behavior on Bus: The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver, remain seated until notified to unload the bus, and keep their seat belts on at all times. They must not hit, scream, remove their seatbelt, block the aisles or disobey the school bus driver.

PROMOTING POSITIVE STUDENT BEHAVIOR

Character education is a key component in educating the whole child. NYCMCS is committed to the social, emotional, intellectual and physical development of the child. It is only through such development that the children can fully succeed academically, and in life.

NYCMCS had adapted 3 values that will be the basis of our code of conduct. These values or leadership traits assist in the social and emotional development of our students. The values are

1. **Respect**
2. **Responsibility**
3. **Safety**

Each value, along with others, will be the focus of a community meeting each month. All concepts are also integrated into the educational program.

MANAGEMENT OF EVERYDAY BEHAVIORS

To promote students' compliance with the school's code of conduct, the teacher should involve students in its **re-creation** as their "own" code of conduct. At the beginning of the year, the teacher should meet with the children to establish the rules of the classroom and the school, and steer class discussion to include rules corresponding to those in the school code of conduct. To do this, each class teacher should guide and shape a discussion of the reasons why the students come to school (for example, "to learn", "to make friends") and what they need in order to do these things (for example, "to listen", "to be friendly"). Then the teacher should discuss the rights and responsibilities of students and lead the group to express the appropriate rules in their own words. These rules should be posted on the wall in the classroom.

After posting the rules, the teacher should shape a discussion around consequences. What shall we do if anyone breaks the rules? Typical consequences should emphasize apology and making amends. They might include:

- *Sit still and think for five minutes and then say what you will do to behave differently in the future.*
- *Apologize if you have done something to hurt some-one else.*
- *Repair or replace anything you damage.*
- *5-10 minute exclusion from group activity.*

The code of conduct should be explicitly discussed and gently but firmly enforced in a consistent way in all school venues (for example, halls, gymnasium, outdoor areas), and by all members of staff.

ADDRESSING THE BEHAVIORAL NEEDS OF PRE-K CHILDREN

The Discipline Code establishes behavioral expectations for students in grades K-5. The Discipline Code does not apply to students in Pre-K. The Department of Education and the NYC Administration for Children's Services are committed to ensuring that all children leave early childhood programs prepared to enter kindergarten ready to succeed academically and behaviorally. For more information about Behavior Management, see the Administration for Children's Services and Department of Education's Statement on Behavior Management on the Department of Education website under Early Childhood: http://schools.nyc.gov/Academics/ EarlyChildhood/educators/UPK.htm.

ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions.

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

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;

- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

ADDRESSING BULLYING AND BIAS- BASED BEHAVIOR

Bullying, harassment and intimidation means any intentional conduct, including verbal, physical or written conduct, or intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being.

Electronic communication means communication transmitted by means of an electronic device, including a phone or computer.

The goal of the Dignity For All Students Act (DASA) is to provide all public school students with a safe, supportive and positive school climate in which they can learn, excel and graduate ready for college or a career.
A safe and supportive environment is free from discrimination, intimidation, taunting, harassment, and bullying on school property and /or at a school function. School property is defined as any building, structure, field, parking lot or land that sits within the property boundaries of a school, as well as school buses. School functions refer to any school sponsored extra-curricular event or activity.

If as a parent you have concerns that your child is the target of bullying behavior, please report your concerns to your child's school. If, after reporting to your child's school, you require additional assistance, please contact your school's District Family Advocate (elementary and middle schools) or Borough Family Advocate (high schools) or email RespectforAll@ schools.nyc.gov.

Any student who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student should report the incident to the DASA Coordinator or to any other school employee. If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of School and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov All reports of harassment, discrimination, and/or bullying behavior will be investigated.
For further information, please see Chancellor's Regulation A-832.

NO STUDENT SHALL BE SUBJECTED TO HARASSMENT BY EMPLOYEES OR STUDENTS, NOR SHALL ANY STUDENT BE SUBJECTED TO DISCRIMINATION BASED ON THEIR ACTUAL OR PERCEIVED RACE, COLOR, WEIGHT, NATIONAL ORIGIN, ETHNIC GROUP, RELIGIOUS PRACTICE, DISABILITY, SEXUAL ORIENTATION, GENDER, SEX, OR OTHER CHARACTERISTIC.

The following actions are taken to implement DASA:

- Amended the Code of Conduct to prohibit discrimination, harassment, and bullying
- Designated a Dignity Act Coordinator to oversee implementation of DASA and who is trained to handle human relation issues
- Required that students receive instruction on civility, citizenship and character education by expanding their concepts of tolerance, respect for others and dignity
- Required school employee training:
  - To raise awareness and sensitivity to potential discrimination, harassment or bullying.
  - To enable prevention and response to discrimination, harassment or bullying
  - To promote a supportive school environment that emphasizes positive relationships
- Provided for the report of material incidents of harassment, discrimination and/or bullying annually to the New York State Education Department.

WHEN A STUDENT INFRINGES THE RULES

Initial Response: The teacher should have a conversation with the child, asking. "What did you do? What was wrong with your action? What is the rule? What will you do from now on?" If the teacher deems it necessary, he/she applies the appropriate consequence from those generated by the students or consults the code of conduct accordingly. If the misbehavior stems from a conflict between children, the teacher should call all children involved and ask each one to say what happened, to explain their part in the conflict, and how they felt about it. The teacher should ensure that all children listen to one another. All conversations should end with an agreement about how the students will behave differently in the future, preferably in writing.

Record Keeping: All classroom teachers are required to maintain accurate and up to date documentation of all infractions that require disciplinary action. Classroom teachers are also responsible for keeping parents up to date on infractions. If classroom removal is sought, infraction forms must be submitted to the designated record keeper prior to the removal of the student from the classroom, along with designated classwork (if applicable) and must be proportionate to the amount of time spent outside of the classroom.

IMMEDIATE PROCEDURES FOR DEALING WITH SERIOUS BEHAVIORS

For behaviors that merit removal from class:
If a child displays behaviors that impede the functioning of the class, teachers may request assistance to either help the child settle in to class or be removed for a short time to help the child calm down and re-focus. In these cases, the Director of School Culture should be called. They will either intercede or if necessary summon the assistance of the behavior team. (They should also be called, in that order, if the Director of School Culture is unavailable). At that point they will take the child and have a conversation and decide what the next action should be. In any situation in which a child is removed from class for an extended amount of time, a work packet must be provided.

When repeatedly disruptive behavior (see tier 3), or that merits suspension occurs, or more serious infractions as such as aggressive or harmful behavior resulting in or risking minor injuries (e.g. hitting, spitting, kicking, fighting, see Tiers 4 and 5), the Director of School Culture will centralize the information, investigate the incident, and make the decisions about immediate dealings with the child and the disciplinary actions to be taken. The procedure is described below.

1. The teacher should phone the Director of School Culture (DSC) to advise her of the problem.
2. The student should to be taken to the. If two children were involved and displayed the behavior, they should be sent separately to the DSC who will determine if the children should talk about the incident together.
3. The child(ren) will be asked to fill out a Behavior Reflection Form, explaining what happened, their own role and responsibility, and their understanding of how they should behave in the future. Students may also be asked to show this written form to their parents.
4. The teacher should write an incident report immediately and send it to the DSC.
5. The DSC files the incident report, and notifies the parents of the actions taken.
6. If the behavior merits a principal's suspension, the DSC will notify the parents immediately to schedule a principal's hearing within 24 hours.
7. A decision will be made at the principals hearing regarding the length of suspension and if any additional supports are required.

INFRACTIONS AND POSSIBLE DISCIPLINARY ACTIONS AFTER EVERYDAY CLASS MANAGEMENT STRATEGIES FAIL

Infractions in school are grouped according to severity in five tiers. The following chart lists those infractions and the range of actions to be taken at each tier. This chart follows the guidelines of the DoE.

TIER 1 Uncooperative, non-compliant , behavior	Range of Disciplinary actions
1.1 Unexcused absence from school (A-D only) **1.2** Bringing prohibited equipment or items to school without authorization (e.g. cell phone, tablet, or other electronic communication/entertainment device) (A-E only.) **1.3** Failing to be in one's assigned place on school premises (A - E only) **1.4** Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) **1.5** Engaging in verbally rude or disrespectful behavior **1.6** Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E only) **1.7** Riding elevators or walking in the hallways without an escort or without the written/verbal consent of a staff member	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher

TIER 2 Disorderly behavior	Range of Disciplinary actions
2.1 Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A-D only) **2.2** Gambling **2.3** Using profane, obscene, vulgar, or lewd language, gestures, or behavior **2.4** Lying to, giving false information to, and/or misleading school personnel **2.5** Misusing property belonging to others **2.6** Engaging in or causing disruptive behavior on the school bus **2.7** Leaving class or school premises without permission of supervising school personnel **2.8** Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades K-3 only; see Infraction 3.7 for grade 4. For shoving, pushing, etc. see 3.3) **2.9** Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations) **2.10** Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g. copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (grade 4 only) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) **2.11** Inappropriate use of electronic technology (e.g. unauthorized audio/video recording	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom by teacher G. In-school suspension/Removal from classroom by teacher
	Range of Disciplinary actions

TIER 3 Disruptive behavior	
3.1 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A-G only) **3.2** Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (for grades K-3, A-G; for grade 4, A I) **3.3** Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see 4.2) (for grades K-3, A-G; for grade 4, A-I) **3.4** Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K-3, A-G; for grade 4, A-1) **3.5** Knowingly possessing property belonging to another without authorization (for grades K-3, A-G; for grade 4, A-I) **3.6** Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (for grades K-3, A-G; for grade 4, A-I) **3.7** Engaging In Inappropriate or unwanted physical contact or touching someone in a private part of body. (For grade 4 only; see Infraction 1.8 for grades K-3. For shoving. Pushing. etc., use 3.3.) **3.8** Engaging in gang-related behavior (e.g. wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (grade 4 only) (D-I only) **3.9** Engaging In vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K-3,C-G; for grade 4, C-I.) **3.10** Posting or distributing libelous material or literature (Including posting such material on the Internet) (for grades K-3, C-G; for grade 4, C-I.)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days

TIER 4 Aggressive, injurious or harmful behavior	Range of Disciplinary actions
4.1 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D only) **4.2** Engaging In physically aggressive behavior other than minor altercations as described under 3.3, which creates a substantial risk of or results in minor injury **4.3** Engaging in an act of coercion or threatening or instigating violence, Injury or harm to another or others **4.4** Engaging in behavior on the school bus which creates a substantial risk of or results in injury **4.5** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm, seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass **4.6** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender Identity, gender expression, sexual orientation, or disability; such behavior includes but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or	**D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days **J.** Expulsion

isolate; using derogatory language or making derogatory Jokes or name calling to humiliate or harass. **4.7** Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. **4.8** Falsely activating a fire alarm or other disaster alarm (D·I only) **4.9** Making a bomb threat (D·I only) **4.10** Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) **4.11** Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle, umbrella, or laser pointer) **4.12** Starting a fire (H·J only) **4.13** Inciting/causing a riot (G·J only) **4.14** Possessing or selling any weapon (G·J only) **4.15** Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol	

TIER 5 Seriously dangerous or violent behavior	**Range of Disciplinary actions**
5.1 Starting a fire (For grades K·3, D·J only; for grade 4, I - J only) **5.2** Threatening to use or using force to take or attempt to take property belonging to another (For grades K-3, D·H; for grade 4, I- J only) **5.3** Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (For grades K-3, 0-J only; for grade 4, 1-) only) **5.4** Using extreme force against or inflicting or attempting to Inflict serious injury upon students or others (For grades K-3, D·H only; for grade 4, 1-J only) **5.5** Planning, instigating. or participating with another or others, in an incident of group violence (For grades K-3, 0-H; for grade 4, 1-J only) **5.6** Engaging In threatening. dangerous or violent behavior that Is gang-related (For grades K-3,0-H; for grade 4, 1-J only) **5.7** Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (For grade 4, 1-J only) **5.8** Selling or distributing illegal drugs or controlled substances and/or alcohol (For grades K-3. DH; for grade 4, 1·J only) **5.9** Possessing or selling any weapon, other than a firearm, as defined in Category I (For grades K-3, D-H; for grade 4, 1-J only) **5.10** Using any weapon, other than a firearm to threaten or to attempt to inflict injury upon school personnel, students, or others (For grades K-3, D-H; for grade 4, I-J only) **5.11** Using any weapon, other than a firearm to inflict injury upon school personnel, students, or others (For grades K-3, D·H; for grade 4, 1-J only) **5.12** Possessing or using a firearm J only)	**D.** Parent conference (K-3 only) **E.** ln-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime) (K-3 only) **F.** Removal from classroom by teacher (K-3 only) **G.** In-school suspension/Removal from classroom by teacher to an alternative learning environment (K·3 only) **H.** Principal's suspension for 1-5days (K-3 only) **I.** Principal's suspension for up to 5 days. **J.** Expulsion

Bus infractions

Infractions result in the following consequences: Incident reports will be written and reported by the bus driver

1st infraction= Written warning sent home
2nd infraction= 1 day off school bus
3rd infraction= 2 days off school bus
4th infraction= 1 week off school bus
5th infraction= 1 month off school bus
6th infraction= permanent removal from school bus

LEGAL CONSIDERATIONS

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the principal. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

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. The Principal may modify such expulsion requirement for a 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 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.

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

To ensure the effective application of the NYCMCS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the teaching of the peace curriculum, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, Administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership.

new york city
montessori
charter school

NYCMCS 2016-17 DISCIPLINE POLICY

The school-wide code of conduct upholds the Montessori values of grace, courtesy, respect and responsibility and is based on the following rights and responsibilities of the student.

All members of the school community—students, staff, and parents—must know and understand the standards of behavior that all students are expected to live up to and the consequences if these standards are not met.

The Discipline Policy provides a description of conduct. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures that NYCMCS may use to address misbehavior. Also included is the Code of Conduct.

The Discipline Policy applies to all students.

RIGHTS	RESPONSIBILITIES
Students have the right to learn.	**Students have the responsibility to participate actively and be responsible learners.** For example, students should: · *always try their best* · *be on time and ready to work* · *stay focused and avoid distracting others* · *complete assignments and follow directions*
Students have the right to be respected.	**Students have the responsibility to respect others (not to bully, tease, pick on, or harass others).** For example, students should : · *be polite and wait their turn* · *use kind words* · *use good listening skills* · *be honest and tell the truth*
Students have the right to be safe	**Students have the responsibility to behave in a safe manner and to protect the safety of others.** For example, students should : · *walk calmly; no running in the hallways* · *stay in the designated areas within the school* · *play games safely* · *report dangerous situations to staff*
Students have the right to privacy and security of their personal space and property.	**Students have the responsibility to respect the property and privacy of others (students, staff and community).** For example, students should : · *not touch other people's property without permission* · *respect other people's personal boundaries* · *ask before photographing/recording someone*
Students have the right to use school installations, equipment and property.	**Student have the responsibility to use the school's equipment, installations and property according to all applicable rules and with care and respect.** For example, students should : · *clean up after themselves* · *ask before borrowing* · *return materials promptly and neatly*

EXPECTATIONS

Behavior in Classroom: Students are expected to listen and follow all teachers' directions. Students will respect themselves, others and all classroom materials. Students will remain in the classroom at all times, unless escorted or given permission by the teacher.

Behavior in Halls: Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working. Students will not be in the hallways without an adult or the written/verbal consent of their teacher. Any students found outside the classroom without an escort or consent will be immediately escorted to their classroom by staff. Students will not ride the elevator without an adult escort under any circumstances.

Behavior in Restrooms: Students will respect the privacy and rights of others and act responsibly in restrooms. Any misuse of towels, waste, toilet paper, soap, or defacing of restroom facilities constitutes destruction of property.

Behavior in the Dining Room: The dining room should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must remain quiet for the first 15 minutes of each lunch period, and keep their voices low for the remainder of their lunch period. Students must stay seated and raise their hand in order to receive permission from an adult to leave their seat, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Behavior on Playgrounds/Recess/Terrace: The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge. Objects are not to be thrown on the terrace (footballs, frisbee, soccer balls, etc.).

Behavior During School Sponsored Activities/Field Trips: Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies. Students are expected to remain with their teacher/chaperone during the entirety of the trip.

Excessive Tardiness, Absences, Leaving School Without Permission: Students must be on time for school and in their classrooms by 8:20 a.m.; after this time they will be marked late or absent. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Behavior on Bus: The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver, remain seated until notified to unload the bus, and keep their seat belts on at all times. They must not hit, scream, remove their seatbelt, block the aisles or disobey the school bus driver.

Bus infractions

Infractions result in the following consequences: Incident reports will be written and reported by the bus driver

1st infraction= Written warning sent home
2nd infraction= 1 day off school bus
3rd infraction= 2 days off school bus
4th infraction= 1 week off school bus
5th infraction= 1 month off school bus
6th infraction= permanent removal from school bus

PARENTS AS PARTNERS

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. NYCMCS parents are informed of their child's behavior and we enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.

In the event a students engages in inappropriate behavior, the Assistant Principal of Culture will report the behavior to the student's parent. If the behavior continues, a parent meeting and/or disciplinary hearing will be held.

ATTENDANCE

Attendance at school is vital to a student's academic progress and success. Excessive absences may manifest into academic trouble. NYCMCS attendance committee will review cases of excessive and chronic absences. Staff will reach out to families of students who are frequently absent to access why their child is missing school and what we can do to help them attend more regularly. Chronic absences without an excuse may be classified as educational neglect and must be called into the New York State Central Register in compliance with Chancellor's Regulation A-750.

PROMOTING POSITIVE STUDENT BEHAVIOR

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. NYCMCS provides a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Our school takes a proactive role in nurturing students' pro-social behavior. We provide a range of positive behavioral supports, as well as meaningful opportunities for social-emotional learning.

NYCMCS provides character education as a key component in educating the whole child. We are committed to the social, emotional, intellectual and physical development of the child. It is only through such development that the children can fully succeed academically, and in life.

NYCMCS had adapted 3 values that will be the basis of our code of conduct. These values or leadership traits assist in the social and emotional development of our students. The values are:

1. **Respect**
2. **Responsibility**
3. **Safety**

Each value, along with others, will be the focus of a community meeting each month. All concepts are also integrated into the educational program.

MANAGEMENT OF EVERYDAY BEHAVIORS

To promote students' compliance with the school's code of conduct, the teacher should involve students in its **re-creation** as their "own" code of conduct. At the beginning of the year, the teacher will meet with the children to establish the rules of the classroom and the school, and steer class discussion to include rules corresponding to those in the school code of conduct. To do this, each class teacher should guide and shape a discussion of the reasons why the students come to school (for example, "to learn", "to make friends") and what they need in order to do these things (for example, "to listen", "to be friendly"). Then the teacher should discuss the rights and responsibilities of students and lead the group to express the appropriate rules in their own words. These rules should be posted on the wall in the classroom.

After posting the rules, the teacher should shape a discussion around consequences. What shall we do if anyone breaks the rules? Typical consequences should emphasize apology and making amends. They might include:

- *Sit still and think for five minutes and then say what you will do to behave differently in the future.*
- *Apologize if you have done something to hurt some-one else.*
- *Repair or replace anything you damage.*

- *5-10 minute exclusion from group activity.*

The code of conduct should be explicitly discussed and gently but firmly enforced in a consistent way in all school venues (for example, halls, gymnasium, outdoor areas), and by all members of staff.

NYCMCS staff members are responsible for addressing inappropriate student behaviors. When this happens, staff is expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention strategies include but are not limited to guidance support and services, conflict resolution and peer mediation, anger and stress management, restorative circles. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, NYCMCS can facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

ADDRESSING THE BEHAVIORAL NEEDS OF PRE-K CHILDREN

The Discipline Code establishes behavioral expectations for students in grades K-5. The Discipline Code does not apply to students in Pre-K. The Department of Education and the NYC Administration for Children's Services are committed to ensuring that all children leave early childhood programs prepared to enter kindergarten ready to succeed academically and behaviorally. For more information about Behavior Management, see the Administration for Children's Services and Department of Education's Statement on Behavior Management on the Department of Education website under Early Childhood: http://schools.nyc.gov/Academics/ EarlyChildhood/educators/UPK.htm.

ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

If a special education student violates the school's Discipline Policy and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under 34 CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions.

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

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked

cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

ADDRESSING BULLYING AND BIAS- BASED BEHAVIOR

Bullying, harassment and intimidation means any intentional conduct, including verbal, physical or written conduct, or intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being.

Electronic communication means communication transmitted by means of an electronic device, including a phone or computer.

The goal of the Dignity For All Students Act (DASA) is to provide all public school students with a safe, supportive and positive school climate in which they can learn, excel and graduate ready for college or a career.
A safe and supportive environment is free from discrimination, intimidation, taunting, harassment, and bullying on school property and /or at a school function. School property is defined as any building, structure, field, parking lot or land that sits within the property boundaries of a school, as well as school buses. School functions refer to any school sponsored extra-curricular event or activity.

If as a parent you have concerns that your child is the target of bullying behavior, please report your concerns to your child's school. If, after reporting to your child's school, you require additional assistance, please contact your school's District Family Advocate (elementary and middle schools) or Borough Family Advocate (high schools) or email RespectforAll@ schools.nyc.gov.

Any student who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student should report the incident to the DASA Coordinator or to any other school employee. If a student feels uncomfortable making a report to a school staff member, a student may contact the Office of School and Youth Development (OSYD) by emailing the report to RespectforAll@schools.nyc.gov All reports of harassment, discrimination, and/or bullying behavior will be investigated.
For further information, please see Chancellor's Regulation A-832.

NO STUDENT SHALL BE SUBJECTED TO HARASSMENT BY EMPLOYEES OR STUDENTS, NOR SHALL ANY STUDENT BE SUBJECTED TO DISCRIMINATION BASED ON THEIR ACTUAL OR PERCEIVED RACE, COLOR, WEIGHT, NATIONAL ORIGIN, ETHNIC GROUP, RELIGIOUS PRACTICE, DISABILITY, SEXUAL ORIENTATION, GENDER, SEX, OR OTHER CHARACTERISTIC.

The following actions are taken to implement DASA:

- Amended the Code of Conduct to prohibit discrimination, harassment, and bullying
- Designated a Dignity Act Coordinator to oversee implementation of DASA and who is trained to handle human relation issues
- Required that students receive instruction on civility, citizenship and character education by expanding their concepts of tolerance, respect for others and dignity
- Required school employee training:
  - To raise awareness and sensitivity to potential discrimination, harassment or bullying.
  - To enable prevention and response to discrimination, harassment or bullying
  - To promote a supportive school environment that emphasizes positive relationships
- Provided for the report of material incidents of harassment, discrimination and/or bullying annually to the New York State Education Department.

WHEN A STUDENT INFRINGES THE RULES

NYCMCS staff will administer the discipline policy consistently and appropriately. We recognize that two situations are rarely the same in every respect, and that it is important to maintain flexibility and to take into account individual circumstances. Factors to be considered include, but are not limited to:

- Seriousness of the offense
- The student's age
- The frequency of misconduct
- The effect or potential effect of the misconduct on the school environment
- The requirements of a student's Individual Education Plan.

We believe that making the rules clear and explaining the consequences for not following the rules are important steps in ensuring that the process will be as fair as possible to all students. Communication with parents is an important intervention strategy. Classroom teachers will communicate with parents regarding their child's social and emotional growth through progress reports and parent meetings. The Assistant Principal of School Culture will notify parent's when a serious infraction or

disruption to the classroom environment occurs. We appreciate your support in maintaining a learning environment that is free of unnecessary distractions.

Initial Response: The teacher will have a conversation with the child, asking. "What did you do? What was wrong with your action? What is the rule? What will you do from now on?" If the teacher deems it necessary, he/she applies the appropriate consequence from those generated by the students or consults the code of conduct accordingly. If the misbehavior stems from a conflict between children, the teacher should call all children involved and ask each one to say what happened, to explain their part in the conflict, and how they felt about it. The teacher should ensure that all children listen to one another. All conversations should end with an agreement about how the students will behave differently in the future, preferably in writing.

Record Keeping: All classroom teachers are required to maintain accurate and up to date documentation of all infractions that require any level of disciplinary action. If behavior support is sought, infraction forms must be submitted to the designated record keeper prior to the removal of the student from the classroom, along with designated classwork (if applicable) and must be proportionate to the amount of time spent outside of the classroom.

IMMEDIATE PROCEDURES FOR DEALING WITH SERIOUS BEHAVIORS

For behaviors that merit removal from class:
If a child displays behaviors that impede the functioning of the class, teachers may request assistance to either help the child settle in to class or be removed for a short time to help the child calm down and re-focus. In these cases, the Assistant Principal of School Culture should be called. They will either intercede or if necessary summon the assistance of the behavior team. (They should also be called, in that order, if the Assistant Principal of School Culture is unavailable). At that point they will take the child and have a conversation and decide what the next action should be. In any situation in which a child is removed from class for an extended amount of time, a work packet must be provided.

When repeatedly disruptive behavior (see Level 3), or that merits suspension occurs, or more serious infractions as such as aggressive or harmful behavior resulting in or risking minor injuries (e.g. hitting, spitting, kicking, fighting, see Levels 4 and 5), the Assistant Principal of School Culture will centralize the information, investigate the incident, and make the decisions about immediate dealings with the child and the disciplinary actions to be taken. The procedure is described below.

1. The teacher should contact the Assistant Principal of School Culture (APSC) to advise them of the problem.
2. If two children were involved and displayed the behavior, they should be sent separately to the DSC who will determine if the children should talk about the incident together.
3. The child(ren) will be asked to fill out a Behavior Reflection Form, explaining what happened, their own role and responsibility, and their understanding of how they should behave in the future. Students may also be asked to show this written form to their parents.
4. The teacher should input an incident report **immediately** and send it to the APSC.
5. The APSC files the incident report, and notifies the parents of the actions taken.
6. If the behavior merits a suspension, the APSC will notify the parents immediately.
7. Parent must have a meeting with the APSC before their child can return to class.

Discipline Levels and Procedures

NYCMCS holds students accountable for their behavior. Infractions are grouped into 5 levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct will begin with the lowest level of disciplinary response and will include appropriate guidance interventions When a student misbehaves or substantially disrupts learning the following disciplinary measures can be taken. Our discipline policy provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures.

Infraction Levels

Level 1	**Uncooperative/Noncompliant Behavior**
Level 2	**Disorderly Behavior**
Level 3	**Disruptive Behavior**
Level 4	**Aggressive or Injurious/ Harmful Behavior**
Level 5	**Seriously Dangerous or Violent Behavior**

In-School Disciplinary responses are used to hold students accountable for inappropriate behavior and that do not involve removal from the classroom. NYCMCS's will take into consideration the nature and severity of the misconduct when deciding to use in-school disciplinary responses. They include but are not limited to, teacher conferences, peer mediation, and restorative approaches.

Suspensions and Removals from class are for students who engage in behavior which is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from their classroom. When this occurs, staff contact the Assistant Principal of School Culture for support. If a suspension is the disciplinary action chosen, students must be provided with instruction including homework and classwork to be completed at home.

INFRACTIONS AND POSSIBLE DISCIPLINARY ACTIONS AFTER EVERYDAY CLASS MANAGEMENT STRATEGIES FAIL

Infractions in school are grouped according to severity in five tiers. The following chart lists those infractions and the range of actions to be taken at each tier. This chart follows the guidelines of the DoE.

Level 1 Uncooperative, non-compliant , behavior	Range of Disciplinary actions
1.1 Unexcused absence from school (A-D only) **1.2** Bringing prohibited equipment or items to school without authorization (e.g. cell phone, tablet, or other electronic communication/entertainment device) (A-E only.) **1.3** Failing to be in one's assigned place on school premises (A - E only) **1.4** Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) **1.5** Engaging in verbally rude or disrespectful behavior **1.6** Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E only) **1.7** Riding elevators or walking in the hallways without an escort or without the written/verbal consent of a staff member	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom G. Suspension 1-5 days

Level 2: Disorderly behavior	Range of Disciplinary actions
2.1 Smoking and/or use of electronic cigarettes and/or possession of matches or lighters (A-D only) **2.2** Gambling **2.3** Using profane, obscene, vulgar, or lewd language, gestures, or behavior **2.4** Lying to, giving false information to, and/or misleading school personnel **2.5** Misusing property belonging to others **2.6** •Engaging in or causing disruptive behavior on the school bus **2.7** Leaving class or school premises without permission of supervising school personnel **2.8** Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades K-3 only; see Infraction 3.7	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom G. 1-5 day suspension

for grade 4. For shoving, pushing, etc. see 3.3) **2.9** Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations) **2.10** Engaging in scholastic dishonesty which includes but is not limited to: a.Cheating (e.g. copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b.Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) (grade 4 only) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) **2.11** Inappropriate use of electronic technology (e.g. unauthorized audio/video recording	
Level 3 Disruptive behavior	**Range of Disciplinary actions**
3.1 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process (A-G only) **3.2** Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (for grades K-3, A-G; for grade 4,A I) **3.3** Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see 4.2) (for grades K-3, A-G; for grade 4, A-I) **3.4** Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K-3, A-G; for grade 4, A-1) **3.5** Knowingly possessing property belonging to another without authorization (for grades K-3, A-G; for grade 4, A-I) **3.6** Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (for grades K-3, A-G; for grade 4, A-I) **3.7** Engaging In Inappropriate or unwanted physical contact or touching someone in a private part of body. (For grade 4 only; see Infraction 1.8 for grades K-3. For shoving. Pushing. etc., use 3.3.) **3.8** Engaging in gang-related behavior (e.g. wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (grade 4 only) (D-I only) **3.9** Engaging In vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K-3,C-G; for grade 4, C-I.) **3.10** Posting or distributing libelous material or literature (Including posting such material on the Internet) (for grades K-3, C-G; for grade 4, C-I.)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Reprimand by appropriate supervisor (e.g., assistant principal, principal) **D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days

Level 4 Aggressive, injurious or harmful behavior	**Range of Disciplinary actions**
4.1 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet) (D-only) **4.2** Engaging In physically aggressive behavior other than minor altercations as described under 3.3, which creates a substantial risk of or results in minor injury **4.3** Engaging in an act of coercion or threatening or instigating violence, Injury or harm to another or others **4.4** Engaging in behavior on the school bus which creates a	**D.** Parent conference **E.** In-school disciplinary actions (e.g. exclusion from extracurricular activities, or communal lunchtime) **F.** Removal from classroom by teacher **G.** In-school suspension/Removal from classroom by teacher **H.** Principal's suspension for 1-5 days **I.** Principal's suspension for 6-10 days **J.** Expulsion

substantial risk of or results in injury **4.5** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm, seeking to coerce or compela student or staff member to do something; hazing; taunting; exclusion from peergroups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass **4.6** Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based onan individual's actual or perceived race, weight, religion, religious practices, gender, gender Identity, gender expression, sexual orientation, or disability; such behavior includes but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel astudent or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory Jokes or name calling to humiliate or harass. **4.7** Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. **4.8** Falsely activating a fire alarm or other disaster alarm (D·I only) **4.9** Making a bomb threat (D·I only) **4.10** Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) **4.11** Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g. lighter, belt buckle, umbrella, or laser pointer) **4.12** Starting a fire (H·J only) **4.13** Inciting/causing a riot (G·J only) **4.14** Possessing or selling any weapon (G·J only) **4.15** Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol **4.16** Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (eg. Touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) **4.17** Possessing controlled substances or prescription medications without appropriate authorization.	

Level 5 Seriously dangerous or violent behavior	**Range of Disciplinary actions**
5.1 Starting a fire (For grades K·3, D·J only; for grade 4, I - J only) **5.2** Threatening to use or using force to take or attempt to take property belonging to another (For grades K-3, D·H; for grade 4, I- J only) **5.3** Using force against; or inflicting or attempting to inflict serious injury against school personnel or school safety agents (For grades K-3, O-J only; for grade 4, 1-) only) **5.4** Using extreme force against or inflicting or attempting to Inflict serious injury upon students or others (For grades K-3, D·H only; for grade 4, 1-J only) **5.5** Planning, instigating. or participating with another or others, in an incident of group violence (For grades K-3, 0-H; for grade 4, 1-J only) **5.6** Engaging In threatening. dangerous or violent behavior that Is gang-related (For grades K-3, O-H; for grade 4, 1-J only) **5.7** Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (For grade 4, 1-J only)	**D.** Parent conference (K-3 only) **E.** In-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunchtime) (K-3 only) **F.** Removal from classroom by teacher (K-3 only) **G.** In-school suspension/Removal from classroom by teacher to an alternative learning environment (K·3 only) **H.** Principal's suspension for 1-5days (K-3 only) **I.** Principal's suspension for up to 6- 10 days. **J.** Expulsion

5.8 Selling or distributing illegal drugs or controlled substances and/or alcohol (For grades K-3. D-H; for grade 4, I-J only) **5.9** Possessing or selling any weapon, other than a firearm, as defined in Category I (For grades K-3, D-H; for grade 4, 1-J only) **5.10** Using any weapon, other than a firearm to threaten or to attempt to inflict injury upon school personnel, students, or others (For grades K-3, D-H; for grade 4, I-J only) **5.11** Using any weapon, other than a firearm to inflict injury upon school personnel, students, or others (For grades K-3, D-H; for grade 4, 1-J only) **5.12** Possessing or using a firearm J only)	

LEGAL CONSIDERATIONS

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the principal. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

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. The Principal may modify such expulsion requirement for a 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 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.

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

To ensure the effective application of the NYCMCS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the teaching of the peace curriculum, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, Administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership.

Tenet recommendations for Schools

School: NYC Montessori Charter School	District: NYCDOE	Date of Review: Nov. 29-Dec. 1, 2016	Principal: Abeku Bomani Hayes

This draft document shows the IIT recommendations for each tenet.

Tenet	IIT Recommendation
Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Before Thursday, December 8, 2016, the school leader will: • Create a plan of action that will build instructional capacity of teachers, by shifting the mindset of staff from focusing on barriers that prohibit them from meeting the instructional expectations of the school leader, to instructional strategies that will meet the educational needs of all students. (For example a book study on change of mindset, facilitated by the school leaders,). Implementation of the plan should begin by the week of December 19th.
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.	By the next Lead Teacher Team Meeting on December 6, 2016, the school leader should communicate expectations for effective lesson planning to be shared with all teachers by the week of December 12th. All lesson plans should include Common Core Learning Standards, learning objectives, differentiation and formative assessments. The lesson plan should also include higher order questions. The school leader should collect lesson plans, to review and provide specific instructional feedback to teachers.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.	Beginning the week of December 12th, the school leaders should conduct their weekly walkthroughs with a specific instructional focus. Written actionable feedback should be provided to teachers to provide them with ongoing support to promote increased student achievement. The initial walkthroughs should be conducted as a leadership team, to calibrate the observation and feedback.
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	By December 12, 2016, the school leader should meet with the Assistant Principal of School Culture, Culture Coordinators, Mental Health Counselor and teacher representatives, to draft a plan to address students who have been identified with social, emotional, behavioral, and academic needs. A schedule of monthly meetings with the team should be developed to create a consistent process for identifying students and developing interventions that meet student needs.
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	At the next Family Association meeting on December 16, 2016, the school leader should work with members to create a parent survey that will provide the school with information about parent and family support needs, concerns, and ideas. The survey should be distributed beginning January 2017. It should be mailed home to parents and made available to parents through technology. The school leader and Family Association should collate responses and use data to plan parental engagement opportunities for the remainder of the school year.

School Name: NYC Montessori Charter School **Lead Reviewer**: Braulio Santiago **Date(s) of Review:** November 29 – December 1, 2016

new york city montessori charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Meeting

423 E. 138th Street, Bronx, New York 10454
January 25, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—December 2016 (2 minutes)

IV. Principal's Report (30 minutes)
- Dashboard Review

V. Committee or Task Force Reports (20 minutes)
- Building and Grounds Committee Report
- Education Committee
- Finance Committee Report
- Family Association Report

VI. Adjournment

DRAFT Dated January 9, 2017

New York City Montessori Charter School Board of Trustees

December 14, 2016 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm. Dr. Clay, Dr. Disanto, Mr. Cohen, Mr. Mullane and Ms. Ergeneman were present. Maria Keane also participated.

The meeting was called to order. There were no public comments.

Next, the board approved the minutes from the November meeting.

The board turned to committee reports. There was nothing new to report with respect to Buildings and Grounds. Dr. Clay, Chairperson of the Education Committee, provided the Education Committee report. Dr. Clay and Dr. Disanto discussed the continued collaboration with Hostos Community College, which would make available intern student placements to augment School educational initiatives. Dr. Clay also discussed revisions being made by the Education Committee to the evaluative tools and rubrics to be used in evaluating the Principal. The Education Committee anticipated incorporating additional Montessori-specific items and blending such items with more traditional rubric evaluative tools. The Education Committee emphasized its desire for objectively-based data driven tools. Such tools would also significantly emphasize student achievement. The board also discussed incorporating certain performance-based metrics, including with respect to absolute and relative student performance and year-year improvements, fiscal strength/stability and recruitment/student enrollment. The Education Committee agreed to recirculate a revised draft to the board to further evaluate.

The discussion of evaluative tools led to a broader discussion by the board about student performance and student benchmarking. The Education Committee was going to reiterate its request to the Principal to provide baseline benchmarking data and agreed to seek guidance and input from the Northeast Charter Schools Network ("NECSN"). The board expressed frustration that this data remained unavailable for such an extended period of time and had not to date been produced by administrators, notwithstanding issues ostensibly arising with one of the School's vendors. The Educational Committee recognized the need for heightened and more frequent and timely supervision and assessment of the School's educational program and for timely delivery of data needed for such purposes. (Dr. Clay subsequently requested such information from Principal Hayes and preliminary information has been delivered). If School administrator's required assistance to re-format or re-create such analysis, the board agreed to solicit the input of reach out to NECSN as well. The board also decided to independently evaluate the integrity and security of the vendor's operations (and subsequently requested information from Mr. Hayes to do so). Lastly, with respect to the Finance Committee report, the board discussed the lower than projected student enrollment and the need to assess its impact on the budget. The board will discuss further with Principal Hayes.

There being no further business before the board, the meeting adjourned at 5:30 p.m.

Margaret B. Grossman

John Mullane for M. Grossman

Secretary

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

January 25, 2017

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order (1 minute)

II. Approval—Minutes of December 15, 2016 (2 minutes)

III. Approval--Principal Evaluation Form (20 minutes)

IV. Corrective Action Plan (37 minutes)

- Review of Educational Data (Academic Measurements)
- Principal Responses to Education Committee Questions regarding NYCMCS Educational Progress
- Recommendations for Consideration by Board of Trustees

V. Adjournment

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Mr. Abeku Hayes

Evaluation by Staff

The following rubric is based on a synthesis of two NYSED approved Principal Evaluation Rubrics, the *Multidimensional Principal Performance Rubric, by Learner-Centered Initiatives, Ltd and Communities for Learning: Leading lasting change®, and the 2013 Marzano School Leader Evaluation Model, both available at http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/#APPR*

The New York City Montessori Charter School Board of Trustees is currently evaluating our head of school, Mr. Abeku Hayes, and would like to get your feedback on his performance. Please complete the following form and return it to Board President before (date).

For each question, please give Mr. Hayes a score of 1 – 5 where 5 means you strongly agree with the statement, 1 means you strongly disagree with the statement, and 3 means you are 50/50 on how true the statement feels. At the end is a comment section, you are invited to write longer responses about the character and capabilities of Mr. Hayes. Thank you for your honesty and commitment to the school.

☐ *Please include my name with my responses.*
☐ *Please do not include my name with my responses.*

CULTURE	
Mr. Hayes establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice.	
Mr. Hayes nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice.	
Mr. Hayes engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	
Mr. Hayes, guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	
INSTRUCTIONAL PROGRAM	
Mr. Hayes ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.	
Mr. Hayes ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.	

Mr. Hayes is a strong problem solver.	
Mr. Hayes supports the teachers effectively when classroom/student/parent concerns arise.	
Mr. Hayes consistently demonstrates excellent follow-through.	
I feel like my ideas and/or concerns are given serious consideration by Mr. Hayes.	
Mr. Hayes has strong written and oral communication skills.	
Mr. Hayes shows initiative and demonstrates forward thinking.	
Mr. Hayes is a strong manager of the teachers and staff.	
Mr. Hayes effectively communicates policy/procedures, the strategic plan and the financial status of the school to the staff.	
Mr. Hayes effectively communicates pertinent issues or concerns regarding the Staff to the Board.	
Overall: Mr. Hayes is a strong leader of the school in general and effectively facilitates a strong sense of community among its students, parents, staff and board.	

NARRATIVE

This is an opportunity to provide additional information. It is suggested that you consider offering your thoughts on the following two prompts:

1. What are areas of improvement for [NAME OF HOS]?

2. How is [NAME OF HOS] doing? Feel free to elaborate on the above questions or to comment more generally on [NAME OF HOS] performance.

Date	Transaction Type	Num	Name	Memo/Description	Amount
07/19/2016	Journal Entry	CRS-071916		Responsive Classroom Course for Elementary Educators (RCC-E) - 4 day course @ $729ea - 07.19.16 to 07.22.16 @ Hartford,CT - (M.Benjamin & C.Gwathney)	-1,458.00
07/21/2016	Bill	ML-072116	Melissa Levy	registration fee for "Writing Project"	-263.49
07/22/2016	Bill	MB-072216	MONICA BENJAMIN	travel "To" and "From" training in CT (Responsive Class - 447.2 miles x .55)	-245.85
08/01/2016	Check	Debit-WSMS-080116	WSMS-TEP	registration fee for: Early Childhood Cohort (A. Hayes)	-75.00
08/17/2016	Bill	GTP-081716	Global Travel Partners	2017 AMS Heads Retreat - Jamaica (A.Hayes, W.Andujar, M.Benjamin, Y.Ortiz, G.Morris, K.Smaw, S.Basu, R.Urquhart)	-16,166.08
08/17/2016	Bill	3810	NYC CHARTER SCHOOL CENTER	Operations Boot Camp - W.Andujar	-250.00
08/17/2016	Bill	10143	Center of Montessori Education NY, Inc	Self-Directed Practicum - N.Lovett	-1,700.00
08/17/2016	Bill	10147	Center of Montessori Education NY, Inc	Self-Directed Practicum - L.Pena	-1,700.00
09/01/2016	Journal Entry	WSMS-CLongobuc-090116		registration fee for: Early Childhood Cohort (Carol Longobucco - Fall 2016 Session)	-75.00
09/01/2016	Journal Entry	WSMS-CLongobuc-090116		enrollment fee for: Early Childhood Cohort (Carol Longobucco - Fall 2016 Session)	-1,375.00
09/01/2016	Journal Entry	WSMS-CLongobuc-090116		tuition fee for: Early Childhood Cohort (Carol Longobucco - Fall 2016 Session)	-7,380.00
09/30/2016	Bill	WSMS-AHayes	WSMS-TEP	Early Childhood Cohort - registration, enrollment & tuition fees - A.Hayes	-5,475.00
09/30/2016	Bill	WSMS-KAstwood	WSMS-TEP	Early Childhood Cohort - registration, enrollment & tuition fees - K.Astwood	-5,475.00
10/01/2016	Journal Entry	Travelocity-Oct, 2016		airfare to Hong Kong for Montessori Conference (A.Hayes - travel dates: 10.01.16 & 10.10.16)	-812.00
10/01/2016	Journal Entry	RegOnline-Oct, 2016		REGISTRATION FEE: Hong Kong Montessori Conference (A.Hayes)	-325.00
10/01/2016	Journal Entry	Travelo-Oct, 2016		TRAVEL PROTECTION FEE: airfare to Hong Kong for Montessori Conference (A.Hayes)	-60.00
12/31/2016	Journal Entry	1099-Adj 2016-1		Meal Expense @ AMS conference in Hong Kong (Crystal Jade La Main)	-26.90
12/31/2016	Journal Entry	1099-Adj 2016-1		Meal Expense @ AMS conference in Hong Kong (Thai Basil)	-39.22
12/31/2016	Journal Entry	1099-Adj 2016-1		Meal Expense @ AMS conference in Hong Kong (Cirqle)	-45.86
12/31/2016	Journal Entry	1099-Adj 2016-1		Meal Expense @ AMS conference in Hong Kong (Roccos Pizza)	-50.72
12/31/2016	Journal Entry	1099-Adj 2016-1		Meal Expense @ AMS conference in Hong Kong	-65.23
12/31/2016	Journal Entry	1099-Adj 2016-2		To adjust 1099 amount	-79.94

12/31/2016	Journal Entry	1099-Adj 2016-1	Travel Expense - additional plane charges @ Hong Kong airport	-1,026.44
12/31/2016	Journal Entry	1099-Adj 2016-1	Hotel Expense @ AMS conference in Hong Kong (L'Hotel Island South)	-1,111.43
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (7Eleven)	-5.64
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (Starbucks)	-5.57
12/31/2016	Journal Entry	1099-Adj 2016-1	Adjustment for Abeeku	79.94
12/31/2016	Journal Entry	1099-Adj 2016-1	Travel Expense @ AMS conference in Hong Kong	-15.91
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (KFC)	-6.43
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (Starbucks)	-10.09
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (Park'N Shop)	-11.07
12/31/2016	Journal Entry	1099-Adj 2016-1	Meal Expense @ AMS conference in Hong Kong (Haagen Dazs)	-8.63
03/09/2017	Journal Entry	GTP-Mar, 2017	2017 AMS Heads Retreat - K.Astwood fee for replacing G.Morris	-768.21
03/09/2017	Journal Entry	GTP-Mar, 2017	2017 AMS Conference - San Diego - ROOM RESERVATIONS (A.Hayes, C.Moreno, W.Andujar, M.Benjamin, A.Keeler, J.Haas, A.Bennett, N.Lovett)	-2,953.13
03/09/2017	Journal Entry	GTP-Mar, 2017	2017 AMS Conference - San Diego - AIRLINE RESERVATIONS (A.Hayes, C.Moreno, W.Andujar, M.Benjamin, A.Keeler, J.Haas, A.Bennett, N.Lovett)	-4,514.60
			Total for 6313 Instructional Staff PD	**-$ 53,500.50**

NYC Montessori Charter School
Budget vs. Actuals: FY2016-2017 Budget - FY17 P&L
July 2016 - June 2017

	Total			
	Actual	Budget	over Budget	% of Budget
Income				
4100 State Grants			0.00	
4101 Per Pupil Allocations	2,605,749.00	4,123,938.00	-1,518,189.00	63.19%
4101a Pre-K - Per Pupil Allocations		520,000.00	-520,000.00	0.00%
4102 Per Pupil Allocations for SPED	377,370.34	588,784.00	-211,413.66	64.09%
4103 NYSTL		17,126.00	-17,126.00	0.00%
4104 NYSSL		4,404.00	-4,404.00	0.00%
4105 NYSLIB		1,838.00	-1,838.00	0.00%
4108 Rent Relief	152,192.67	258,097.00	-105,904.33	58.97%
4110 Per Pupil - One Time Adjustment Allocation		126,420.00	-126,420.00	0.00%
Total 4100 State Grants	**$ 3,135,312.01**	**$ 5,640,607.00**	**-$ 2,505,294.99**	**55.58%**
4200 Federal Grants			0.00	
4201 IDEA for Sp. Ed.	42,994.00	40,000.00	2,994.00	107.49%
4202 E-Rate for Tech/Comm		12,524.00	-12,524.00	0.00%
4203 Title I	74,444.00	205,316.00	-130,872.00	36.26%
4204 Title IIA	2,416.00	6,631.00	-4,215.00	36.43%
Total 4200 Federal Grants	**$ 119,854.00**	**$ 264,471.00**	**-$ 144,617.00**	**45.32%**
4300 Contributions			0.00	
4302 Unrestricted Contributions	96.64		96.64	
Total 4300 Contributions	**$ 96.64**	**$ 0.00**	**$ 96.64**	
4400 Miscellaneous Income			0.00	
4403 Misc. Income		250.00	-250.00	0.00%
Total 4400 Miscellaneous Income	**$ 0.00**	**$ 250.00**	**-$ 250.00**	**0.00%**
Total Income	**$ 3,255,262.65**	**$ 5,905,328.00**	**-$ 2,650,065.35**	**55.12%**
Gross Profit	**$ 3,255,262.65**	**$ 5,905,328.00**	**-$ 2,650,065.35**	**55.12%**
Expenses				
5000 Compensation			0.00	
5100 Administrative			0.00	
5101 Principal	83,750.01	145,000.00	-61,249.99	57.76%
5101A Instructional Principal		0.00	0.00	
5102 AP of Operations	39,000.00	72,000.00	-33,000.00	54.17%
5103 Operations Associates	37,528.39	36,153.00	1,375.39	103.80%
5105 Bus Matron	0.00	2,592.00	-2,592.00	0.00%

5109 Director of Finance	39,000.00	72,000.00	-33,000.00	54.17%
5111 Instructional Coach	32,610.59	76,500.00	-43,889.41	42.63%
5112 AP of School Culture	39,230.77	72,000.00	-32,769.23	54.49%
5113 AP of Instruction (DCI)	39,270.79	72,500.00	-33,229.21	54.17%
5114 AP of Special Education	38,723.08	72,000.00	-33,276.92	53.78%
5115 Director of Outreach	30,276.92	72,000.00	-41,723.08	42.05%
5116 School Aide	14,600.88	64,840.00	-50,239.12	22.52%
5117 Security		35,100.00	-35,100.00	0.00%
Total 5100 Administrative	**$ 393,991.43**	**$ 792,685.00**	**-$ 398,693.57**	**49.70%**
5200 Instructional Staff			0.00	
5203 Classroom Teachers	299,737.74	946,722.00	-646,984.26	31.66%
5204 Teaching Associates	235,874.88	666,461.00	-430,586.12	35.39%
5209 PhysEd Teacher	42,191.69	101,260.00	-59,068.31	41.67%
5210 Art Teacher	47,581.00	51,500.00	-3,919.00	92.39%
5214 Afterschool	45.00		45.00	
5215 Culture Coordinator	14,239.65	35,100.00	-20,860.35	40.57%
5216 French/Music Teacher	26,712.80	64,087.00	-37,374.20	41.68%
Total 5200 Instructional Staff	**$ 666,382.76**	**$ 1,865,130.00**	**-$ 1,198,747.24**	**35.73%**
5300 Special Education			0.00	
5303 Special Education/ELL Teacher	217,152.08	294,549.00	-77,396.92	73.72%
5305 Mental Health Counselor	25,954.89	61,722.00	-35,767.11	42.05%
Total 5300 Special Education	**$ 243,106.97**	**$ 356,271.00**	**-$ 113,164.03**	**68.24%**
5400 Incentive			0.00	
5401 Bonus	3,000.00	30,000.00	-27,000.00	10.00%
Total 5400 Incentive	**$ 3,000.00**	**$ 30,000.00**	**-$ 27,000.00**	**10.00%**
Total 5000 Compensation	**$ 1,306,481.16**	**$ 3,044,086.00**	**-$ 1,737,604.84**	**42.92%**
5500 Benefits			0.00	
5502 Social Security - EmployER Expense	79,371.70	188,733.00	-109,361.30	42.06%
5503 Social Security - EmployEE Clearing	0.00		0.00	
5504 Medicare - EmployEE Clearing	0.00		0.00	
5505 Medicare - EmployER Expense	18,562.76	44,139.00	-25,576.24	42.06%
5506 Federal Income Tax - Clearing	0.00		0.00	
5507 State Income Tax Clearing	0.00		0.00	
5508 NYC Income Tax - Clearing	0.00		0.00	
5509 Metro NY-City Tax	1,648.90	15,220.00	-13,571.10	10.83%
5510 NY State Unemployment Insurance	30,060.14		30,060.14	
5511 Worker's Compensation Expense	9,186.85		9,186.85	
5512 NY Disability	-649.20		-649.20	
5513 Medical Insurance	135,447.41	345,000.00	-209,552.59	39.26%

5514 Dental Insurance	21.67		21.67	
5515 STD, LTD, Life Ins	2,139.47		2,139.47	
5516 Vision Insurance	2.36		2.36	
5518 Retirement 401(K)/403(B) Clearing	-193.33		-193.33	
5520 Retirement 401(K)/403(B) Fees	1,250.00		1,250.00	
5521 TransitChek Fees - Clearing	-5,484.35		-5,484.35	
5522 Wage Garnishment - Clearing	281.25		281.25	
Total 5500 Benefits	**$ 271,645.63**	**$ 593,092.00**	**-$ 321,446.37**	**45.80%**
6100 Administrative Expenses			0.00	
6101 Office Supplies - General	13,031.77	20,000.00	-6,968.23	65.16%
6102 Office Furniture (Non Asset)	1,302.61	1,741.00	-438.39	74.82%
6103 Office Equipment (Non Asset)	1,220.94		1,220.94	
6106 Postage and Delivery	1,405.42	2,035.00	-629.58	69.06%
6107 Dues & Subscriptions	16,064.95	20,000.00	-3,935.05	80.32%
6108 Team Building/Staff Lunch & App	7,592.36	7,500.00	92.36	101.23%
6109 Staff Travel	276.01	381.00	-104.99	72.44%
6110 Insurance - General	32,645.17	27,800.00	4,845.17	117.43%
6111 School Events	1,259.70	2,955.00	-1,695.30	42.63%
Total 6100 Administrative Expenses	**$ 74,798.93**	**$ 82,412.00**	**-$ 7,613.07**	**90.76%**
6200 Professional Services			0.00	
6202 Audit Fees		23,500.00	-23,500.00	0.00%
6203 Payroll Services	43,395.39	70,000.00	-26,604.61	61.99%
6204 Legal Services - Paid	269.50	20,000.00	-19,730.50	1.35%
6207 Financial Management Services	30,522.50	46,350.00	-15,827.50	65.85%
6208 Custodian Services	67,708.29	126,200.00	-58,491.71	53.65%
6210 Substitute Teacher Services	1,155.00	10,000.00	-8,845.00	11.55%
6213 Temporary Staffing Services	1,087.50		1,087.50	
6218 NYCSI Services	5,000.00	5,000.00	0.00	100.00%
6222 Security Services	14,442.65		14,442.65	
Total 6200 Professional Services	**$ 163,580.83**	**$ 301,050.00**	**-$ 137,469.17**	**54.34%**
6300 Professional Development			0.00	
6310 Staff Development			0.00	
6313 Instructional Staff PD	53,500.50	75,000.00	-21,499.50	71.33%
Total 6310 Staff Development	**$ 53,500.50**	**$ 75,000.00**	**-$ 21,499.50**	**71.33%**
6321 Board Expenses		2,500.00	-2,500.00	0.00%
Total 6300 Professional Development	**$ 53,500.50**	**$ 77,500.00**	**-$ 23,999.50**	**69.03%**
6400 Marketing and Staff/Student Rec			0.00	
6402 Staff Recruiting	1,267.56	2,500.00	-1,232.44	50.70%
6405 Advertising		500.00	-500.00	0.00%

Total 6400 Marketing and Staff/Student Rec	**$ 1,267.56**	**$ 3,000.00**	**-$ 1,732.44**	**42.25%**
7100 Curriculum & Classroom Expenses			0.00	
7102 Classroom Supplies & Materials - General	13,610.66	40,000.00	-26,389.34	34.03%
7104 Curriculum Textbooks & Other Curricula	8,586.90	10,000.00	-1,413.10	85.87%
7107 Educational Materials - Special Education		2,060.00	-2,060.00	0.00%
7108 NYSTL Expense		17,126.00	-17,126.00	0.00%
7109 NYSSL Expense		4,404.00	-4,404.00	0.00%
7110 NYSLIB Expense		1,838.00	-1,838.00	0.00%
7111 Library Books	317.78	6,180.00	-5,862.22	5.14%
7112 Standardized Test Materials/Assessment Expense	-522.00	8,000.00	-8,522.00	-6.53%
7113 Art/Music Supplies	3,137.86	6,000.00	-2,862.14	52.30%
7115 Sport Equipment	532.21	1,500.00	-967.79	35.48%
7116 Student Field Trips	191.00	8,425.00	-8,234.00	2.27%
7117 Food Service/School Meals	2,234.75	20,000.00	-17,765.25	11.17%
7121 Science Supplies		5,000.00	-5,000.00	0.00%
Total 7100 Curriculum & Classroom Expenses	**$ 28,089.16**	**$ 130,533.00**	**-$ 102,443.84**	**21.52%**
8100 Facility			0.00	
8101 Rent	795,081.00	1,363,000.00	-567,919.00	58.33%
8101a Deferred Rent		-64,005.00	64,005.00	0.00%
8101b Property Taxes	60,715.91		60,715.91	
8102 Utilities	45,826.02	96,088.00	-50,261.98	47.69%
8104 Repairs and Maintenance	16,385.60	25,000.00	-8,614.40	65.54%
8105 Miscellaneous Repairs	397.64	2,100.00	-1,702.36	18.94%
8106 Extermination Contract	510.00		510.00	
Total 8100 Facility	**$ 918,916.17**	**$ 1,422,183.00**	**-$ 503,266.83**	**64.61%**
8200 Technology/Communication Expense			0.00	
8201 Phone and Internet	1,118.00	3,708.00	-2,590.00	30.15%
8202 Mobile Phone Expense	1,344.65	5,165.00	-3,820.35	26.03%
8204 Network Maintenance/Tech Support Services	8,180.00	12,000.00	-3,820.00	68.17%
8205 Database Development Services (SIS)	6,340.00	8,305.00	-1,965.00	76.34%
8206 Website Consultants/Expenses	178.76	1,545.00	-1,366.24	11.57%
8207 Technology Supplies	152.00	4,135.00	-3,983.00	3.68%
Total 8200 Technology/Communication Expense	**$ 17,313.41**	**$ 34,858.00**	**-$ 17,544.59**	**49.67%**
8800 Miscellaneous Expenses			0.00	
8801 Bank Service Charges	60.00	467.00	-407.00	12.85%
8802 Cash Flow Loan Interest/Fees		2,819.00	-2,819.00	0.00%
8804 Expense Suspense Account	3,015.03	728.00	2,287.03	414.15%
8807 Sales Tax to be refunded	227.05		227.05	
8808 Principal Discretionary	2,415.04	10,000.00	-7,584.96	24.15%

Total 8800 Miscellaneous Expenses	$ 5,717.12	$ 14,014.00	-$ 8,296.88	40.80%
8900 Depreciation Expenses		127,128.00	-127,128.00	0.00%
Total Expenses	$ 2,841,310.47	$ 5,829,856.00	-$ 2,988,545.53	48.74%
Net Operating Income	$ 413,952.18	$ 75,472.00	$ 338,480.18	548.48%
Net Income	$ 413,952.18	$ 75,472.00	$ 338,480.18	548.48%

new york city montessori charter school

PRINCIPAL'S REPORT

January 18, 2017

Instruction

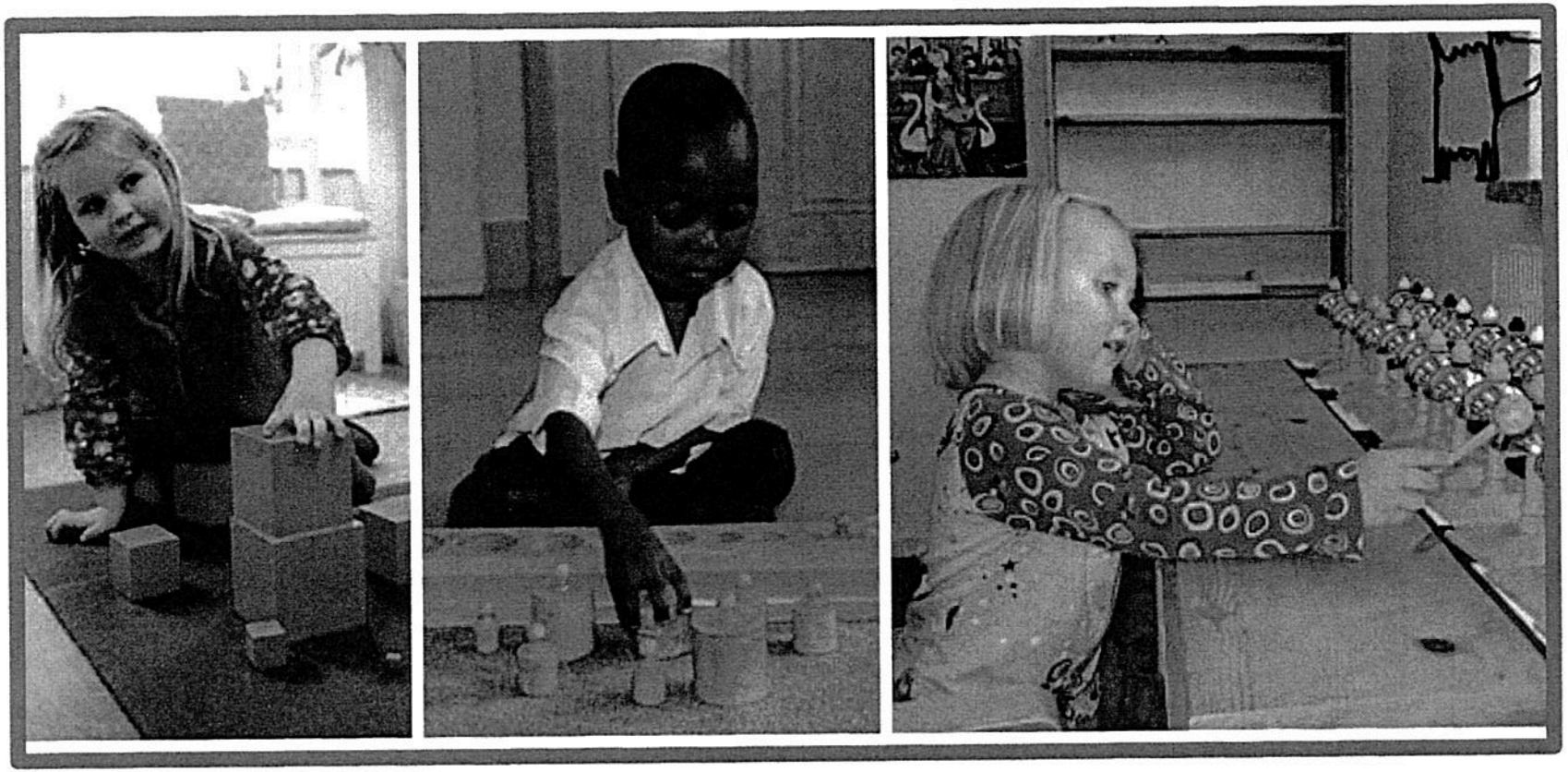
1. Staffing
    a. Needs
        i. Currently we have lost several staff members for various unavoidable life reasons. We are happy to say that no resignation has been based on anything related to work satisfaction.
        ii. We have lost the following positions
            1. Instructional Coach- Geneine Morris
            2. Asst. Principal of Student Support- Sabita Basu
            3. Pre K Lead Teacher- Eileen Filpo
            4. 4/5 Associate Teacher- Lauren Wrenn
            5. 2/3 Lead Teacher- Jeffery Losak/ Dini S.
            6. 2/3 SPED Teacher- Jewelle Mathaney
    b. Recommendations
        i. We will not be replacing the Instructional Coach and will be able to reallocate those funds.
        ii. We are currently moving people around internally to fill the other positions and hope to recruit from the outside.
2. Testing and Data
    a. We are launching into our intensified period of test prep. We will be teaching three guaranteed testing strategies whole school:
        i. RACE Strategy for writing prompts.
        ii. Slash the Trash for multiple choice.
        iii. Question Decomposition
    b. We are currently working to process all of the testing data. We hope to provide the following cuts of the data:
        i. State Testing
            1. Overall Yearly Performance
            2. Class/Teacher
            3. Cohort (students who are currently enrolled or finished 5th grade with us last year)
        ii. Benchmark Testing
            1. Overall Yearly Performance
            2. Class/Teacher

Operations

1. Enrollment
    a. Currently our enrollment is 275 without PreK. With a total of 326 students in the building.

new york city charter school

School Data Report 2014-2016



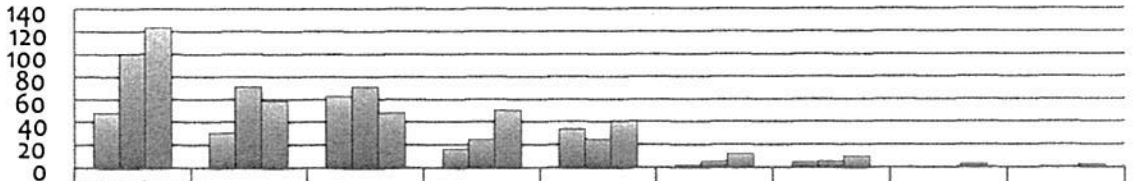
ELA Test Format

The 2016 Grades 3–5 Common Core English Language Arts Tests each consist of three books: Book 1, Book 2, and Book 3, administered on three consecutive school days.

- Book 1 contains multiple-choice questions.
- Book 2 contains multiple-choice questions, short-response questions, and an extended-response question.
- Book 3 contains short-response questions and an extended-response question.

ELA DATA

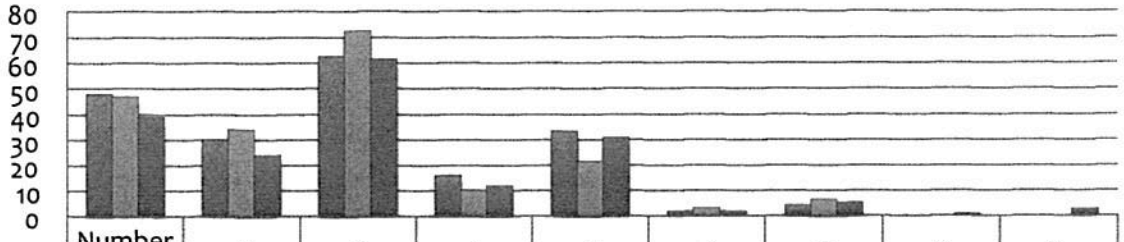
All GRADES ELA 2014-2015



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2014 All Students	48	30	62.5	16	33.3	2	4.2	0	0.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2015 All Students	100	71	71.0	24	24.0	5	5.0	0	0.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2016 All Students	124	59	47.6	50	40.3	12	9.7	3	2.4

ELA DATA

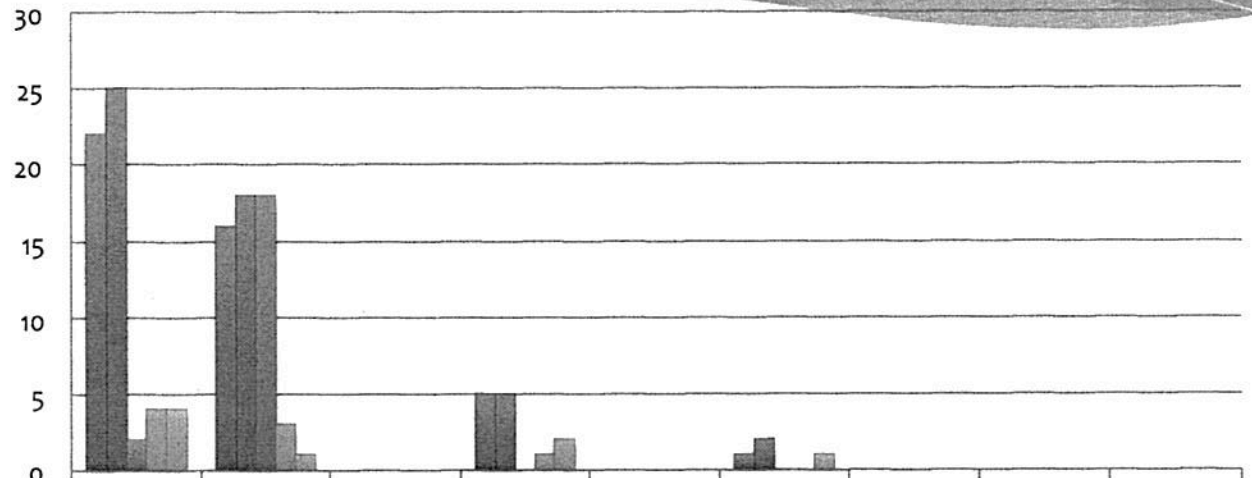
COHORT DATA GRADES 3-5 ELA
2014-2016



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 3 2014 All Students	48	30	62.5	16	33.3	2	4.2	0	0.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 4 2015 All Students	47	34	72.3	10	21.3	3	6.4	0	0.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 5 2016 All Students	39	24	61.5	12	30.8	2	5.1	1	2.6

ELA DATA

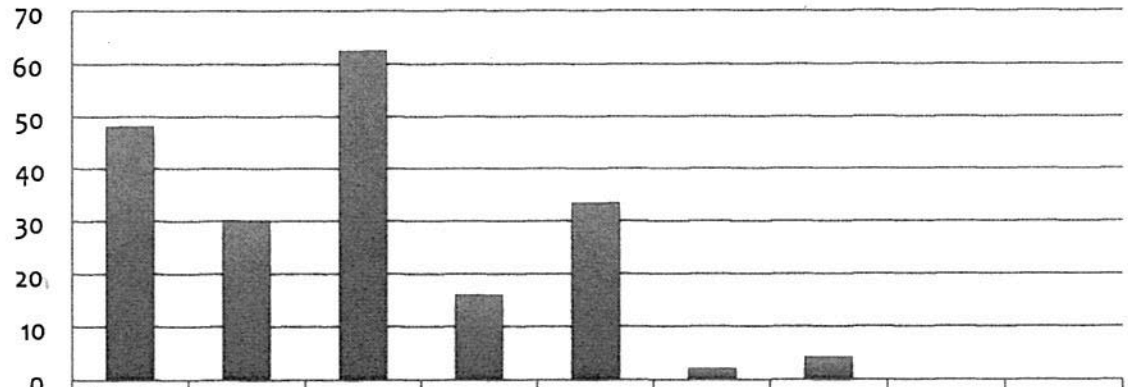
Grade 3 &4 ELA 2013-2014
All Classes



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84x554 4 2014 ANDROMEDA	22	16		5		1		0	
84x554 4 2014 MILKY WAY	25	18		5		2		0	
84x554 3 2014 MARS	2	18		0		0		0	
84x554 3 2014 NEPTUNE	4	3		1		0		0	
84x554 3 2014 SATURN	4	1		2		1		0	

ELA DATA

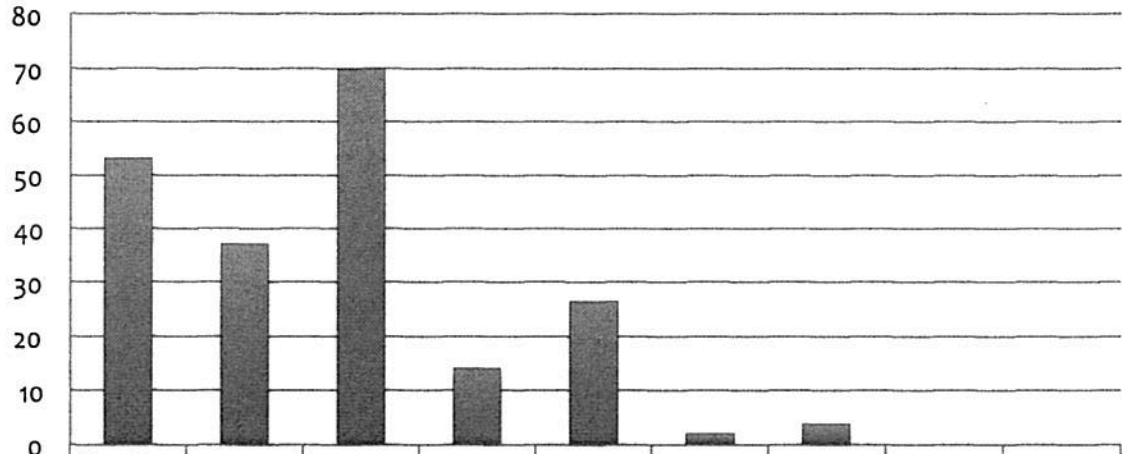
Grade 3 2014
All Students ELA



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 3 2014 All Students	48	30	62.5	16	33.3	2	4.2	0	0.0

ELA DATA

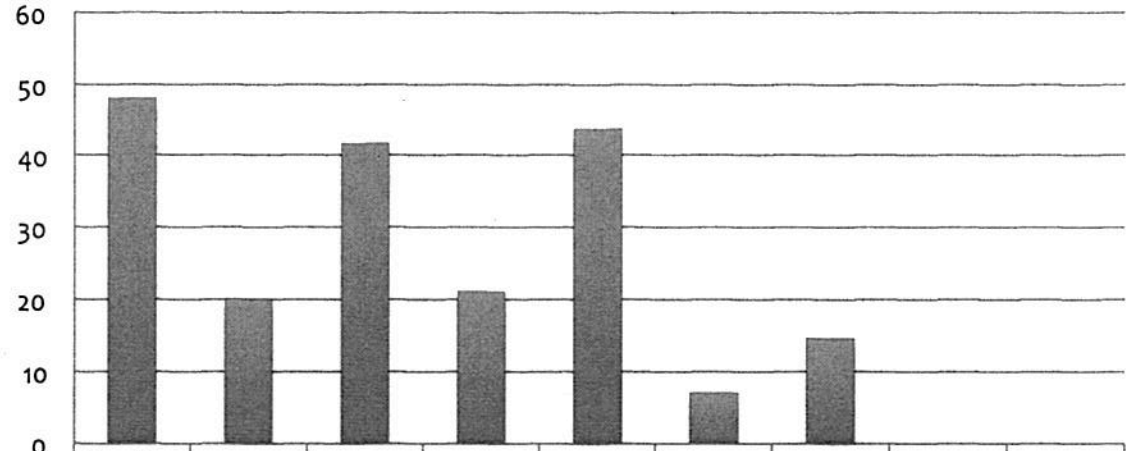
2015 All Students ELA



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 3 2015 All Students	53	37	69.8	14	26.4	2	3.8	0	0.0

ELA DATA

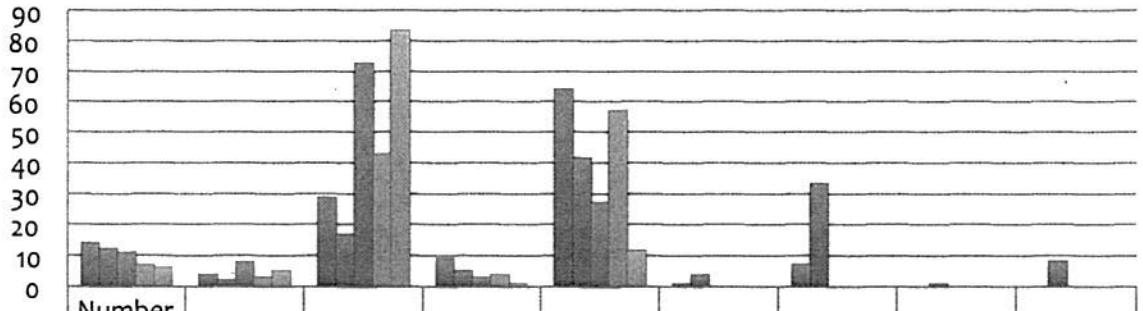
GRADE 3 2016 All STUDENTS ELA



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 3 2016 All Students	48	20	41.7	21	43.8	7	14.6	0	0.0

ELA DATA

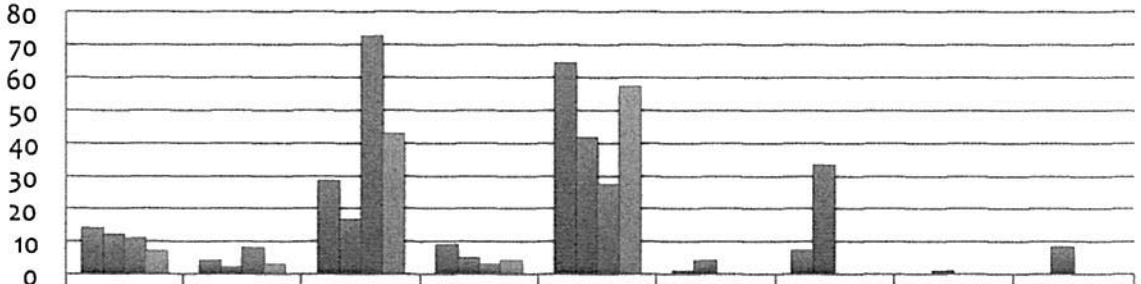
GRADE 3 ELA 2016



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0
84X554 PLUTO 3 2016 All Students	6	5	83.3	1	11.6	0	0.0	0	0.0

ELA DATA

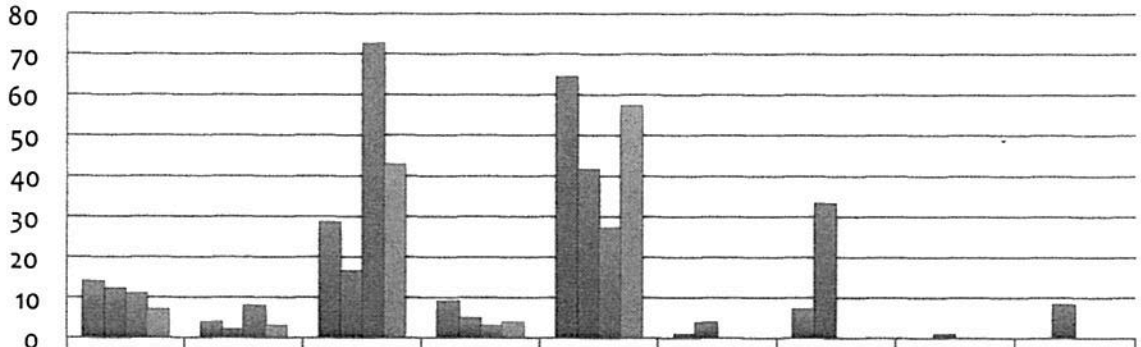
Grade 3 ELA 2016
BY CLASS



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0

ELA DATA

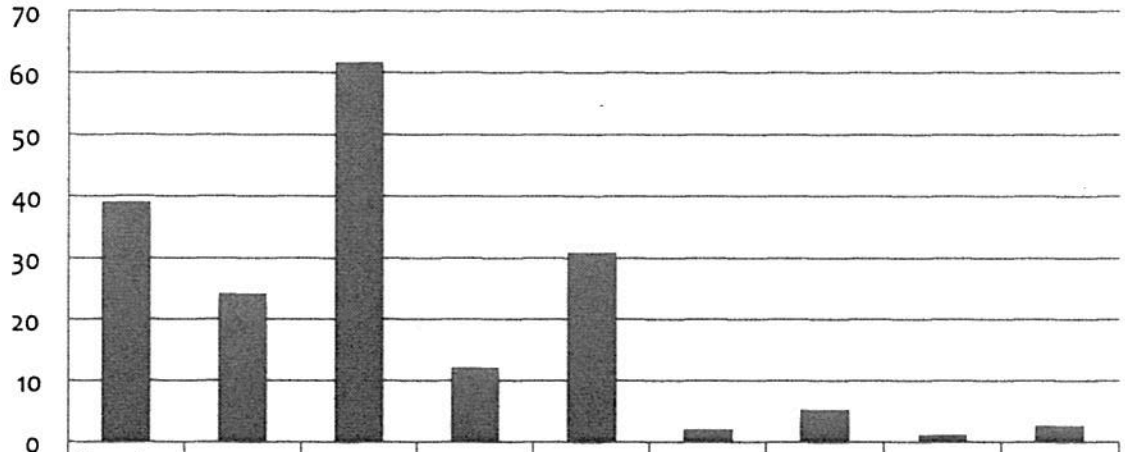
Grade 5 ELA 2016



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0

ELA DATA

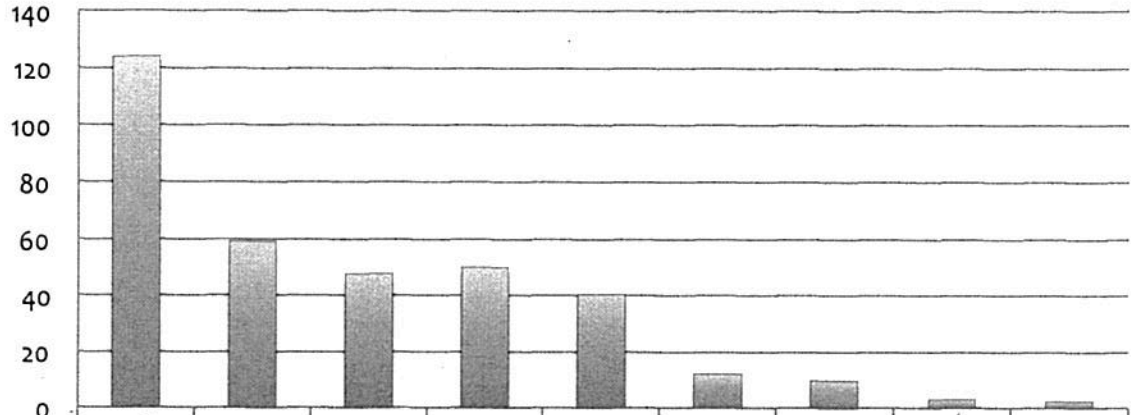
Grade 5 2016 ELA



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 5 2016 All Students	39	24	61.5	12	30.8	2	5.1	1	2.6

ELA DATA

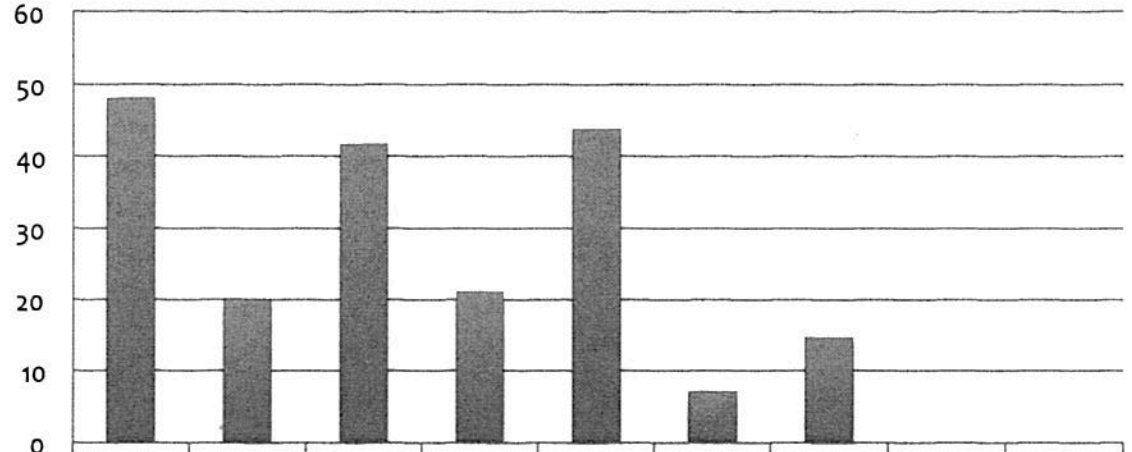
All Grades 2016 All Students ELA



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2016 All Students	124	59	47.6	50	40.3	12	9.7	3	2.4

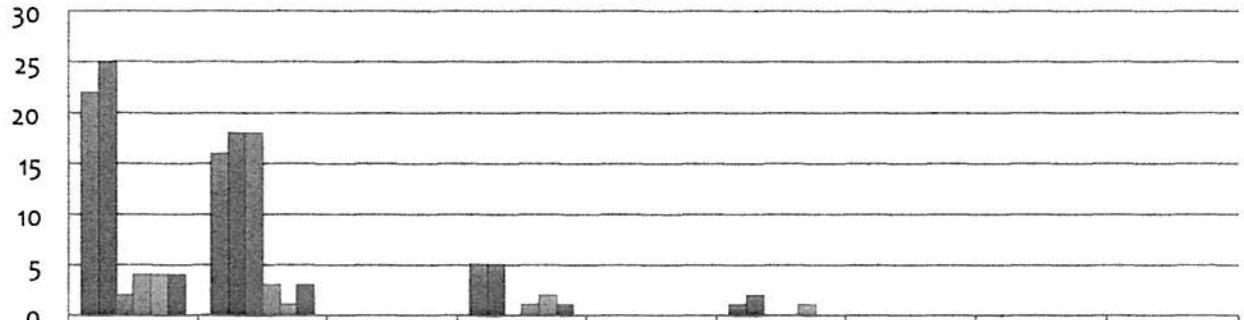
ELA DATA

2016 All Students ELA



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 3 2016 All Students	48	20	41.7	21	43.8	7	14.6	0	0.0

GRADE 3 & 4 ELA 2014-2015
ALL CLASSES



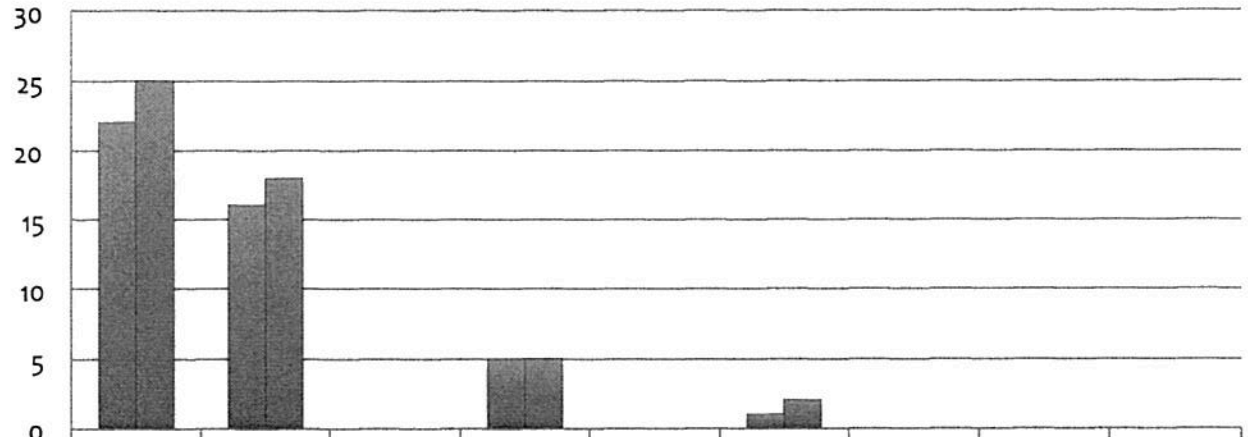
	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84x554 4 2014 ANDROMEDA	22	16		5		1		0	
84x554 4 2014 MILKY WAY	25	18		5		2		0	
84x554 3 2014 MARS	2	18		0		0		0	
84x554 3 2014 NEPTUNE	4	3		1		0		0	
84x554 3 2014 SATURN	4	1		2		1		0	
84x554 3 2014 VENUS	4	3		1		0		0	

Math Test Format

* The 2016 Grades 3–5 Common Core Mathematics Tests are administered in three sessions on three consecutive days. Students will have as much time as they need each day to answer the questions in the test books.
* For all three grades, the tests consist of multiple-choice and short- (2-credit) and extended- (3-credit) response questions.
* Each multiple-choice question is followed by four choices, one of which is the correct answer. Students record their responses on a separate answer sheet. The short- and extended-response questions require students to write (rather than select) appropriate responses. Students write their answers to these questions directly in their test books.

MATH DATA

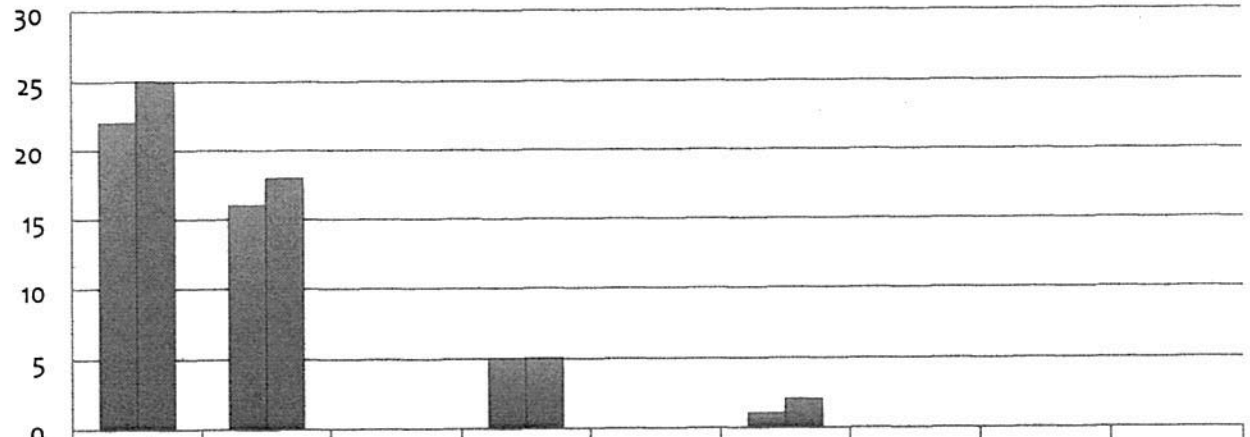
GRADE 4 MATH 2013-2014



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84x554 4 2014 ANDROMEDA	22	16		5		1		0	
84x554 4 2014 MILKY WAY	25	18		5		2		0	

MATH DATA

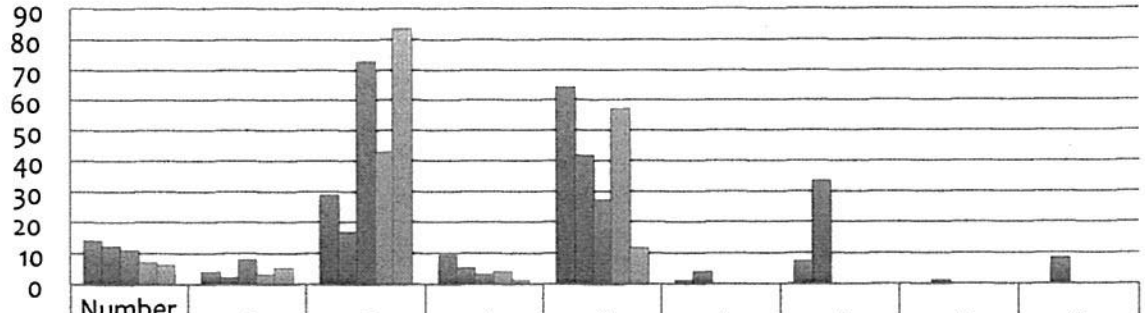
GRADE 4 ELA 2014-2015



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84x554 4 2014 ANDROMEDA	22	16		5		1		0	
84x554 4 2014 MILKY WAY	25	18		5		2		0	

MATH DATA

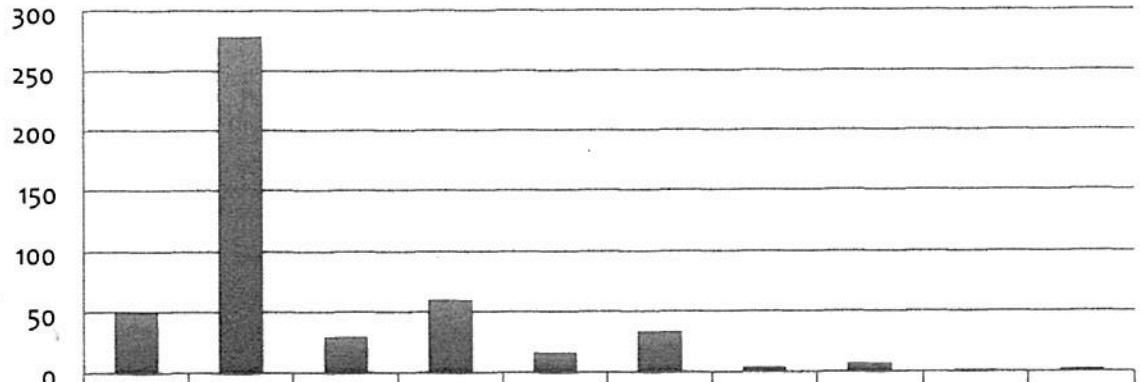
GRADE 3 MATH 2016



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0
84X554 PLUTO 3 2016 All Students	6	5	83.3	1	11.6	0	0.0	0	0.0

MATH DATA

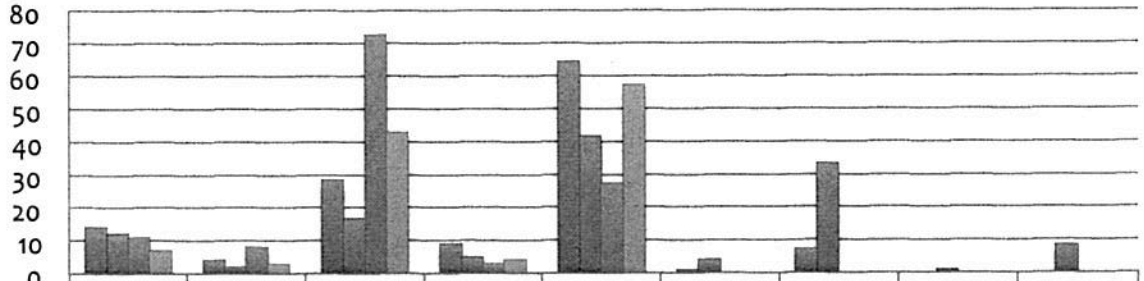
2014 All Students



	Number Tested	Mean Scale Score	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2014 All Students	49	278	29	59.2	16	32.7	3	6.1	1	2.0

MATH DATA

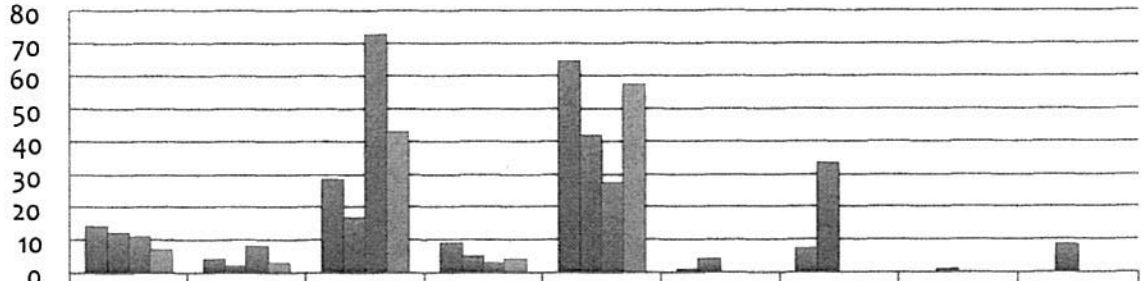
GRADE 3 MATH2016
BY CLASS



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0

MATH DATA

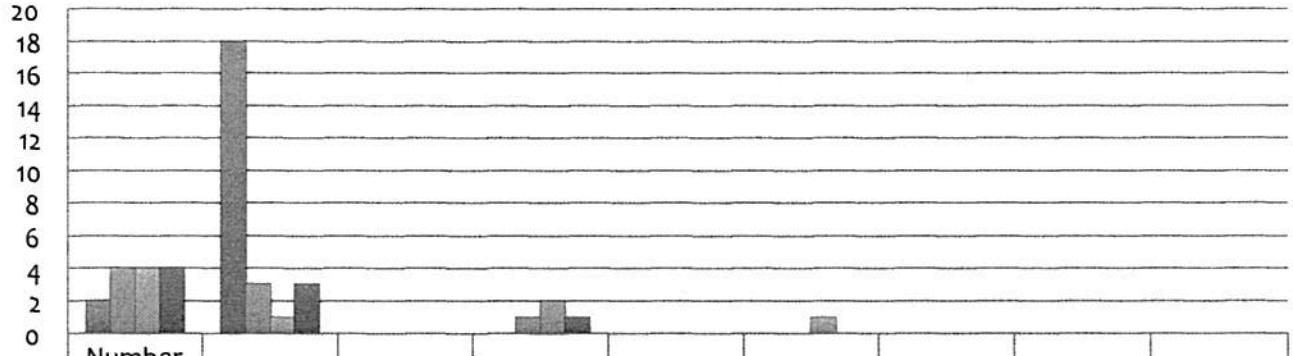
Grade 3 Math 2016
BY CLASS



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 VENUS 3 2016 All Students	14	4	28.5	9	64.2	1	7.1	0	0.0
84X554 EARTH 3 2016 All Students	12	2	16.6	5	41.6	4	33.3	1	8.3
84X554 NEPTUNE 3 2016 All Students	11	8	72.7	3	27.2	0	0.0	0	0.0
84X554 JUPITER 3 2016 All Students	7	3	42.8	4	57.1	0	0.0	0	0.0

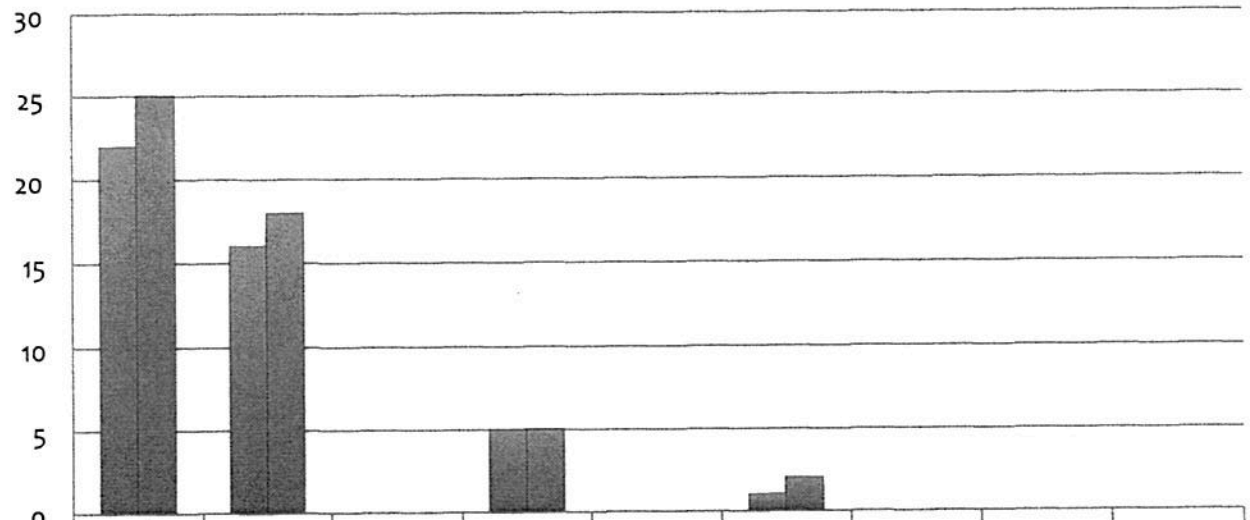
MATH DATA

GRADE 3 2013-2014



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84x554 3 2014 MARS	2	18		0		0		0	
84x554 3 2014 NEPTUNE	4	3		1		0		0	
84x554 3 2014 SATURN	4	1		2		1		0	
84x554 3 2014 VENUS	4	3		1		0		0	

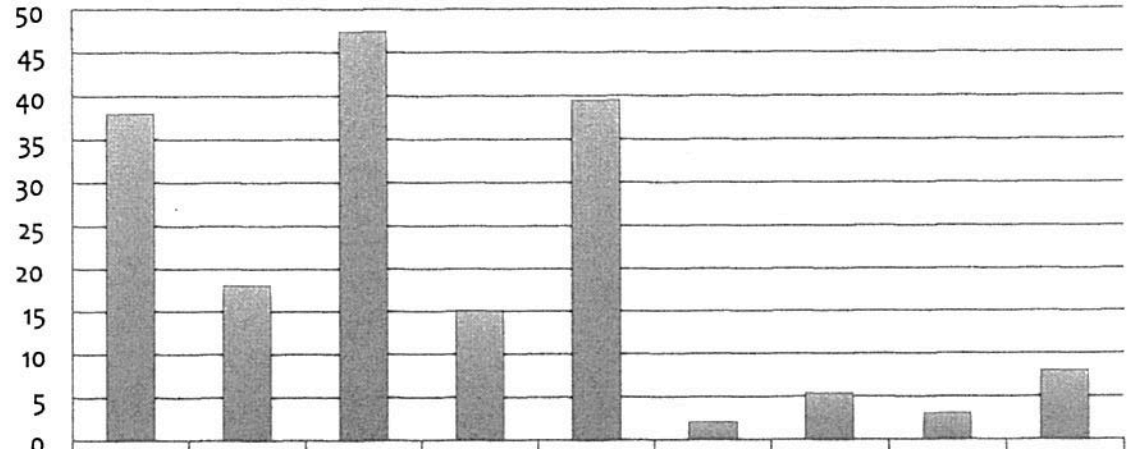
Grade 4 Math 2014-2015
BY CLASS



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84x554 4 2014 ANDROMEDA	22	16		5		1		0	
84x554 4 2014 MILKY WAY	25	18		5		2		0	

MATH DATA

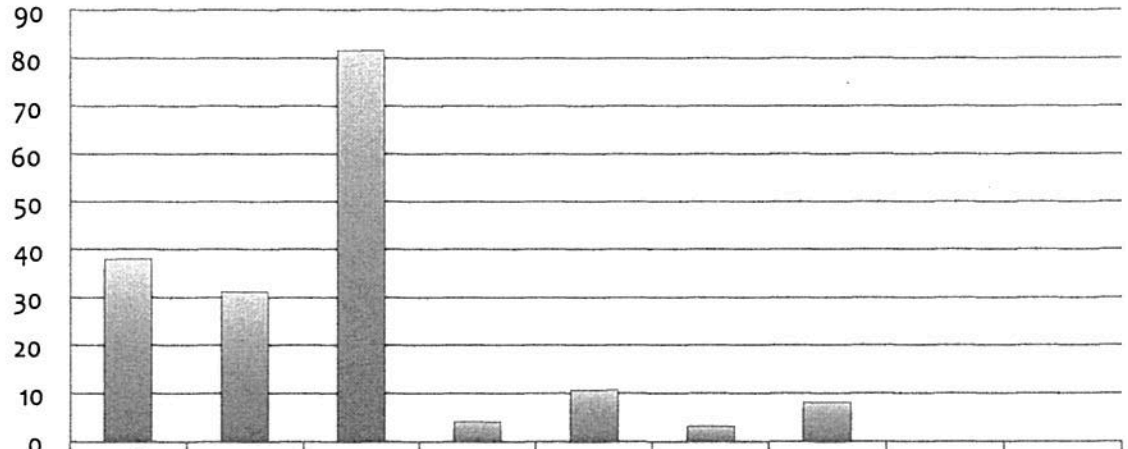
GRADE 4 MATH 2016 All Students



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 4 2016 All Students	38	18	47.4	15	39.5	2	5.3	3	7.9

MATH DATA

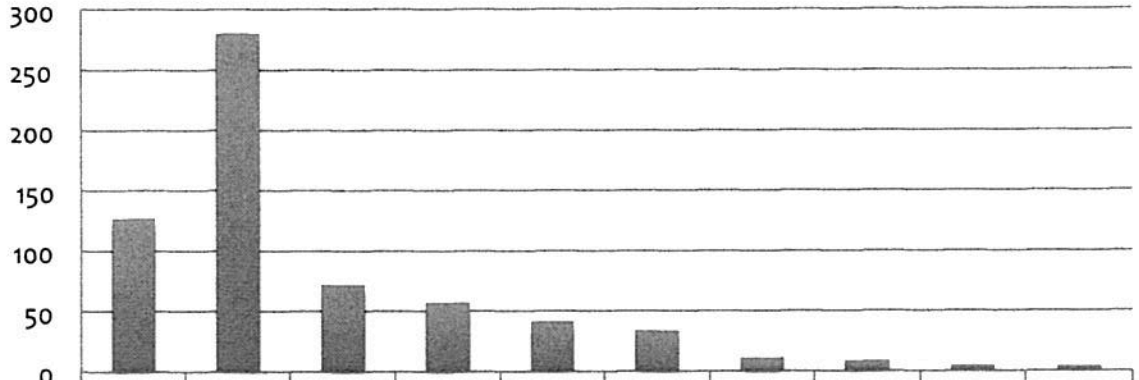
GRADE 5 MATH 2016 All Students



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL 5 2016 All Students	38	31	81.6	4	10.5	3	7.9	0	0.0

MATH DATA

All GRADES 2016 Math



	Number Tested	Mean Scale Score	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2016 All Students	126	280	71	56.3	41	32.5	10	7.9	4	3.2

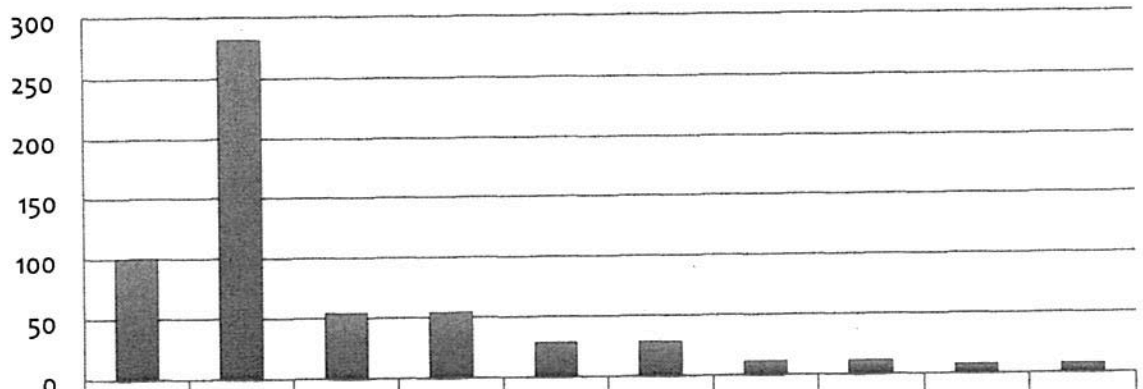
MATH DATA

ALL GRADES 2014-2016 MATH

	Number Tested	Mean Scale Score	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2014 All Students	49	278	29	59.2	16	32.7	3	6.1	1	2.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2015 All Students	100	281	54	54.0	28	28.0	11	11.0	7	7.0
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2016 All Students	126	280	71	56.3	41	32.5	10	7.9	4	3.2

MATH DATA

All Grades 2015 All Students Math



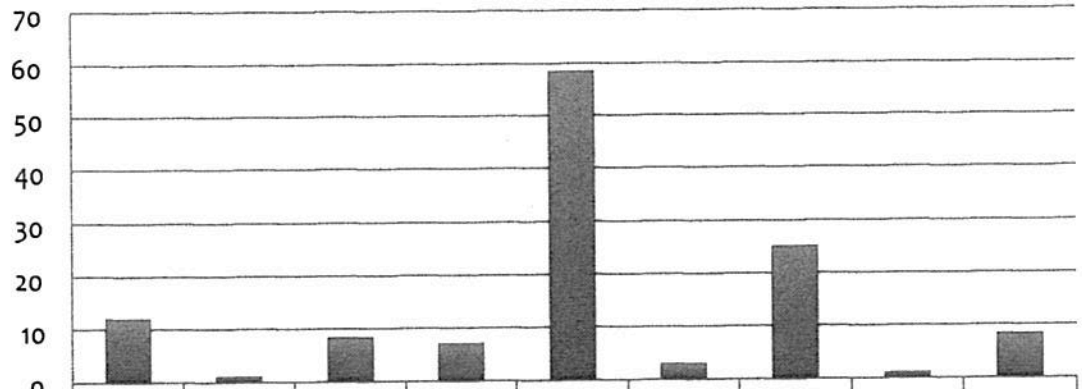
	Number Tested	Mean Scale Score	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 NEW YORK CITY MONTESSORI CHARTER SCHOOL All Grades 2015 All Students	100	281	54	54.0	28	28.0	11	11.0	7	7.0

Science Test Grade 4 Elementary Format

* The Grade 4 Elementary-Level Science Test consists of two required components: a Written Test and a Performance Test. The Written Test consists of multiple-choice and open-ended questions and requires about one hour to administer. The Performance Test (Form A) consists of hands-on tasks set up at three stations and requires about 75 minutes to administer. All three stations of the Performance Test must be administered in one continuous session.

SCIENCE DATA

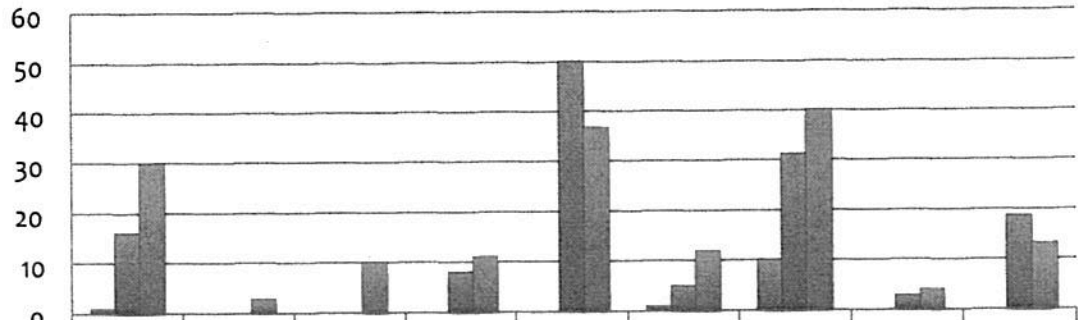
GRADE 4 SCIENCE 2015
STUDENTS WITH DISABILITIES



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 THE NEW YORK CITY MONTESSORI CHARTER SCHOOL 4 2015 SWD	12	1	8.3	7	58.3	3	25.0	1	8.3

SCIENCE DATA

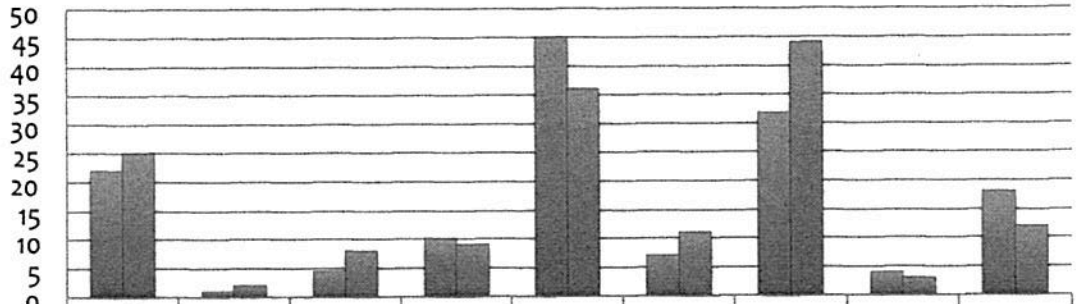
GRADE 4 SCIENCE BY ETHNICITY2015



	Number Tested	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
84X554 THE NEW YORK CITY MONTESSORI C SCHOOL 4 2015 Asian	1	0	0.0	0	0.0	1	10.0	0	0.0
84X554 THE NEW YORK CITY MONTESSORI C SCHOOL 4 2015 Black	16	0	0.0	8	50.0	5	31.2	3	18.8
84X554 THE NEW YORK CITY MONTESSORI C SCHOOL 4 2015 Hispanic	30	3	10.0	11	36.6	12	40.0	4	13.3

SCIENCE DATA

GRADE 4 SCIENCE BY GENDER 2015



	Number Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
84X554 THE NEW YORK CITY MONTESSORI CHARTER SCHOOL 4 2015 Female	22	1	4.5	10	45.0	7	31.8	4	18.0
84X554 THE NEW YORK CITY MONTESSORI CHARTER SCHOOL 4 2015 Male	25	2	8.0	9	36.0	11	44.0	3	12.0

Performance Band Report for: New York Montessori School - NY
Exam: First Grade ELA Baseline - copy (Fall 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	31	Roster:	2016-2017 School Year

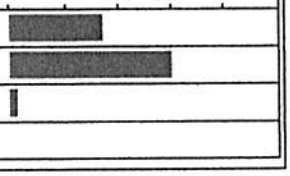
Overall Performance:

Average Performance:

Score: 47.7/110 (43%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-43.99	11	35%
Band 2	44.00-71.49	19	61%
Band 3	71.50-93.49	1	3%
Band 4	93.50-110.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 1 Benchmark 1--ELA - copy (December, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	34	Roster:	2016-2017 School Year

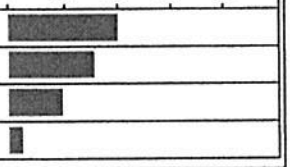
Overall Performance:

Average Performance:

Score: 47.2/99 (48%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.59	14	41%
Band 2	39.60-64.34	11	32%
Band 3	64.35-84.14	7	21%
Band 4	84.15-99.0	2	6%



Performance Band Report for: New York Montessori School - NY
Exam: Second Grade ELA Baseline - copy (Fall 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	44	Roster:	2016-2017 School Year

Overall Performance:

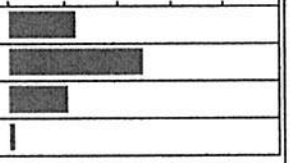
Average Performance:

Score: 28.0/54 (52%)

Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-21.59	11	25%
Band 2	21.60-35.09	22	50%
Band 3	35.10-45.89	10	23%
Band 4	45.90-54.0	1	2%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 2 Benchmark 1--ELA - copy (December, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	35	Roster:	2016-2017 School Year

Overall Performance:

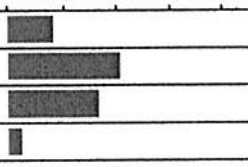
Average Performance:

Score: 34.0/60 (57%)

Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-23.99	6	17%
Band 2	24.00-38.99	15	43%
Band 3	39.00-50.99	12	34%
Band 4	51.00-60.0	2	6%



Performance Band Report for: New York Montessori School - NY
Exam: Third Grade ELA Baseline - copy (Fall 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	44	Roster:	2016-2017 School Year

Overall Performance:

Average Performance:

Score: 46.5/100 (46%)
Band 2

Per Band Performance:

Band	Range	# Students	% (20 40 60 80)
Band 1	0.00-39.99	14	32%
Band 2	40.00-64.99	21	48%
Band 3	65.00-84.99	9	20%
Band 4	85.00-100.0	0	0%

Performance Band Report for: New York Montessori School - NY
Exam: Grade 3 Benchmark 1--ELA - copy - FINAL (December, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	40	Roster:	2016-2017 School Year

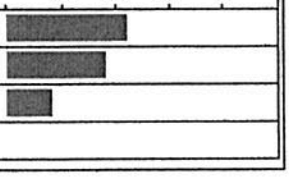
Overall Performance:

Average Performance:

Score: 31.1/68 (46%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-27.19	18	45%
Band 2	27.20-44.19	15	38%
Band 3	44.20-57.79	7	18%
Band 4	57.80-68.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Fourth Grade ELA Baseline - copy (Fall 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	50	Roster:	2016-2017 School Year

Overall Performance:

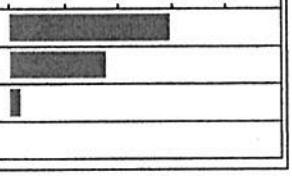
Average Performance:

Score: 29.6/80 (37%)

Band 1

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-31.99	30	60%
Band 2	32.00-51.99	18	36%
Band 3	52.00-67.99	2	4%
Band 4	68.00-80.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 4 Benchmark 1--ELA - copy (December, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	36	Roster:	2016-2017 School Year

Overall Performance:

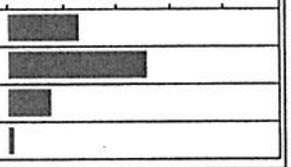
Average Performance:

Score: 50.3/100 (50%)

Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	10	28%
Band 2	40.00-64.99	19	53%
Band 3	65.00-84.99	6	17%
Band 4	85.00-100.0	1	3%



Performance Band Report for: New York Montessori School - NY
Exam: Fifth Grade ELA Baseline - copy (Fall 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	19	Roster:	2016-2017 School Year

Overall Performance:

Average Performance:

Score: 41.9/94 (45%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-37.59	9	47%
Band 2	37.60-61.09	9	47%
Band 3	61.10-79.89	1	5%
Band 4	79.90-94.0	0	0%

Performance Band Report for: New York Montessori School - NY
Exam: Grade 5 Benchmark 1--ELA - copy (December, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	26	Roster:	2016-2017 School Year

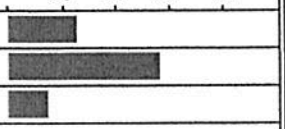
Overall Performance:

Average Performance:

Score: 44.6/100 (45%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	7	27%
Band 2	40.00-64.99	15	58%
Band 3	65.00-84.99	4	15%
Band 4	85.00-100.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 1 Benchmark 1 Math - Fall 2016 (November 2016)

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	37	Roster:	2016-2017 School Year

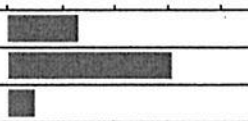
Overall Performance:

Average Performance:

Score: 45.5/100 (46%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	10	27%
Band 2	40.00-64.99	23	62%
Band 3	65.00-84.99	4	11%
Band 4	85.00-100.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 1 Benchmark 1--Math (December, 2015)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	32	Roster:	2016-2017 School Year

Overall Performance:

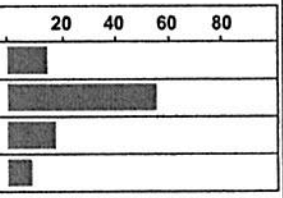
Average Performance:

Score: 49.5/90 (55%)

Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-35.99	5	16%
Band 2	36.00-58.49	18	56%
Band 3	58.50-76.49	6	19%
Band 4	76.50-90.0	3	9%



Performance Band Report for: New York Montessori School - NY
Exam: Aligned Grade 2 Math Baseline 2016 (September 13, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	33	Roster:	2016-2017 School Year

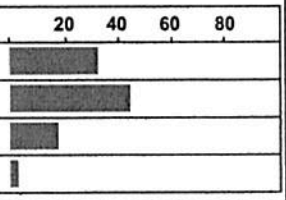
Overall Performance:

Average Performance:

Score: 47.1/100 (47%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	11	33%
Band 2	40.00-64.99	15	45%
Band 3	65.00-84.99	6	18%
Band 4	85.00-100.0	1	3%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 2 Benchmark 1 - Math Fall 2016 (November 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	36	Roster:	2016-2017 School Year

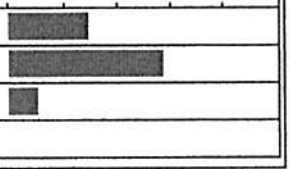
Overall Performance:

Average Performance:

Score: 45.0/100 (45%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	11	31%
Band 2	40.00-64.99	21	58%
Band 3	65.00-84.99	4	11%
Band 4	85.00-100.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Aligned Grade 3 Baseline 2016- (september 13, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	37	Roster:	2016-2017 School Year

Overall Performance:

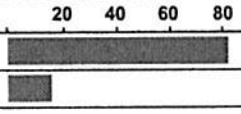
Average Performance:

Score: 35.4/112 (32%)

Band 1

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-44.79	31	84%
Band 2	44.80-72.79	6	16%
Band 3	72.80-95.19	0	0%
Band 4	95.20-112.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 3 Benchmark 1 - Math Fall 2016 (November 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	41	Roster:	2016-2017 School Year

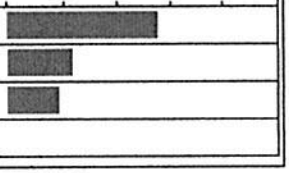
Overall Performance:

Average Performance:

Score: 39.5/96 (41%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-38.39	23	56%
Band 2	38.40-62.39	10	24%
Band 3	62.40-81.59	8	20%
Band 4	81.60-96.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Aligned Grade 4 Math (September 13, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	41	Roster:	2016-2017 School Year

Overall Performance:

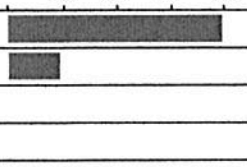
Average Performance:

Score: 50.3/148 (34%)

Band 1

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-59.19	33	80%
Band 2	59.20-96.19	8	20%
Band 3	96.20-125.79	0	0%
Band 4	125.80-148.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 4 Benchmark 1 - Math Fall 2016 (November 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	40	Roster:	2016-2017 School Year

Overall Performance:

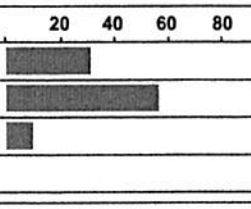
Average Performance:

Score: 43.7/100 (44%)

Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-39.99	13	32%
Band 2	40.00-64.99	23	57%
Band 3	65.00-84.99	4	10%
Band 4	85.00-100.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Aligned Grade 5 Math Baseline (september 13, 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	26	Roster:	2016-2017 School Year

Overall Performance:

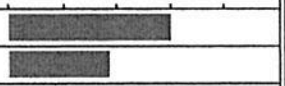
Average Performance:

Score: 33.1/96 (34%)

Band 1

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-38.39	16	62%
Band 2	38.40-62.39	10	38%
Band 3	62.40-81.59	0	0%
Band 4	81.60-96.0	0	0%



Performance Band Report for: New York Montessori School - NY
Exam: Grade 5 Benchmark 1 Math - Fall 2016 (November 2016)

January 18, 2017

Report Options:

Schools:	All	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	25	Roster:	2016-2017 School Year

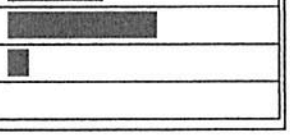
Overall Performance:

Average Performance:

Score: 44.5/96 (46%)
Band 2

Per Band Performance:

Band	Range	# Students	%
Band 1	0.00-38.39	9	36%
Band 2	38.40-62.39	14	56%
Band 3	62.40-81.59	2	8%
Band 4	81.60-96.0	0	0%



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New Report (not saved)

2016-2017 School Year

School	New York Montessori School NY	Assessments	**First Grade ELA Baseline - copy Fall 2016, Grade 1 Benchmark 1--ELA - copy December, 2016**
Student selection	New York Montessori School NY | 2016-2017 School Year	Scores:	Overall % in Performance Band
Group data by	Teacher		
Demographic Options	None		

Total Row(s): 5
Generated on Jan-18-2017 by Abeku Hayes

Teacher	First Grade ELA Baseline - copy Fall 2016					Grade 1 Benchmark 1--ELA - copy December, 2016				
	Total # students	Overall (110 pts max) % in Performance Band				Total # students	Overall (99 pts max) % in Performance Band			
		Band 1	Band 2	Band 3	Band 4		Band 1	Band 2	Band 3	Band 4
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort
Longobucco, Carol						9	33.33%	11.11%	44.44%	11.11%
Lovett, Nicholena	6	33.33%	66.67%							
Pena, Leini	8	50.00%	37.50%	12.50%		9	44.44%	33.33%	11.11%	11.11%
Smith, Jasmin	10	30.00%	70.00%			11	36.36%	45.45%	18.18%	
Wells, Jonathan	7	28.57%	71.43%			5	60.00%	40.00%		

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New Report (not saved) **2016-2017 School Year**

School	New York Montessori School NY	Assessments	**Grade 2 Benchmark 1--ELA - copy December, 2016, Second Grade ELA Baseline - copy Fall 2016**
Student selection	New York Montessori School NY | 2016-2017 School Year	Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band
Group data by	Teacher		
Demographic Options	None		

Total Row(s): 5
Generated on Jan-18-2017 by Abeku Hayes

Teacher	Grade 2 Benchmark 1--ELA - copy December, 2016											Second Grade ELA Baseline - copy Fall 2016										
	Overall (60 pts max)											Overall (54 pts max)										
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band				Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band			
				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort
Daugett, Patricia	7	34.3	57.14%	1	3	3		14.29%	42.86%	42.86%		7	21.7	40.29%	3	2	2		42.86%	28.57%	28.57%	
Keeler, Adia	7	37.1	61.86%	1	3	2	1	14.29%	42.86%	28.57%	14.29%	10	26.8	49.70%	4	3	2	1	40.00%	30.00%	20.00%	10.00%
Matheny, Jewelle	7	34.3	57.00%	1	4	2		14.29%	57.14%	28.57%		10	30.6	56.60%	1	6	3		10.00%	60.00%	30.00%	
McCarthy, Patricia	8	35.6	59.50%	1	3	3	1	12.50%	37.50%	37.50%	12.50%	8	29.3	54.12%	2	4	2		25.00%	50.00%	25.00%	
Sukmawijaya, Dini	6	27.5	46.00%	2	2	2		33.33%	33.33%	33.33%		9	30.2	56.00%	1	7	1		11.11%	77.78%	11.11%	

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New Report (not saved) **2016-2017 School Year**

School	New York Montessori School NY	Assessments	**Grade 3 Benchmark 1--ELA - copy - FINAL December, 2016, Third Grade ELA Baseline - copy Fall 2016**
Student selection	New York Montessori School NY | 2016-2017 School Year	Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band
Group data by	Teacher		
Demographic Options	None		

Total Row(s): 5
Generated on Jan-18-2017 by Abeku Hayes

	Grade 3 Benchmark 1--ELA - copy - FINAL December, 2016											Third Grade ELA Baseline - copy Fall 2016										
				Overall (68 pts max)											Overall (100 pts max)							
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band				Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band			
Teacher				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort
Daugett, Patricia	3	18.7	27.33%	3				100.00%				3	42.7	42.67%	1	2			33.33%	66.67%		
Keeler, Adia	9	35	51.67%	2	5	2		22.22%	55.56%	22.22%		10	40.8	40.80%	4	4	2		40.00%	40.00%	20.00%	
Matheny, Jewelle	9	26.2	38.44%	6	2	1		66.67%	22.22%	11.11%		8	44.8	44.75%	3	3	2		37.50%	37.50%	25.00%	
McCarthy, Patricia	12	36	52.92%	3	7	2		25.00%	58.33%	16.67%		12	52.2	52.17%	2	6	4		16.67%	50.00%	33.33%	
Sukmawijaya, Dini	7	29.1	43.00%	4	1	2		57.14%	14.29%	28.57%		11	47.6	47.64%	4	6	1		36.36%	54.55%	9.09%	

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New Report (not saved) **2016-2017 School Year**

School	New York Montessori School NY	Assessments	**Fourth Grade ELA Baseline - copy Fall 2016, Grade 4 Benchmark 1--ELA - copy December, 2016**
Student selection	New York Montessori School NY | 2016-2017 School Year	Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band
Group data by	Teacher		
Demographic Options	None		

Total Row(s): 5
Generated on Jan-18-2017 by Abeku Hayes

Teacher	Fourth Grade ELA Baseline - copy Fall 2016											Grade 4 Benchmark 1--ELA - copy December, 2016										
		Overall (80 pts max)											Overall (100 pts max)									
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band				Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band			
				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort
Bennett, Amber	8	33.5	42.13%	3	5			37.50%	62.50%			6	41.7	41.67%	3	2	1		50.00%	33.33%	16.67%	
Daugett, Patricia	3	17.3	22.00%	3				100.00%														
Haas, Jessica	19	28.9	36.37%	12	6	1		63.16%	31.58%	5.26%		14	55	55.00%	3	6	4	1	21.43%	42.86%	28.57%	7.14%
Sailsman, Pamela	14	30.9	38.79%	8	5	1		57.14%	35.71%	7.14%		13	50.8	50.77%	3	9	1		23.08%	69.23%	7.69%	
Teacher, Unassigned	7	30.3	38.14%	4	3			57.14%	42.86%			4	43.8	43.75%	1	3			25.00%	75.00%		

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New Report (not saved)

2016-2017 School Year

School	New York Montessori School NY	Assessments	**Fifth Grade ELA Baseline - copy Fall 2016, Grade 5 Benchmark 1--ELA - copy December, 2016**
Student selection	New York Montessori School NY | 2016-2017 School Year	Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band
Group data by	Teacher		
Demographic Options	None		

Total Row(s): 4
Generated on Jan-18-2017 by Abeku Hayes

Teacher	Fifth Grade ELA Baseline - copy Fall 2016											Grade 5 Benchmark 1--ELA - copy December, 2016										
				Overall (94 pts max)											Overall (100 pts max)							
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band				Total # students	Avg Raw Score	Avg % Correct	# in Performance Band				% in Performance Band			
				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4				Band 1	Band 2	Band 3	Band 4	Band 1	Band 2	Band 3	Band 4
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort
Bennett, Amber	10	42.4	45.00%	5	4	1		50.00%	40.00%	10.00%		8	36.9	36.88%	3	5			37.50%	62.50%		
Haas, Jessica												6	49.2	49.17%	2	3	1		33.33%	50.00%	16.67%	
Saltsman, Pamela	9	41.3	44.00%	4	5			44.44%	55.56%			10	53	53.00%		7	3			70.00%	30.00%	
Teacher, Unassigned												2	20	20.00%	2				100.00%			

new york city montessori charter school

Academic Deficiency 1: NYSED Office of Accountability designation as a priority school.

Outcome Statement | **Performance Framework** | *1*

NYCMCS's identification as a priority school while disappointing does not come as a surprise. Sub-par student performance combined with a lack of school direction are all contributing factors. In the coming charter term NYCMCS will no longer be identified as priority school. Currently our performance index is 49 placing us in the 5.89 percentile. Moving forward the goal will be to see a considerable increase in the number of students scoring proficient on the state test annually thus yielding a performance index (PI) of at least 70 placing us well above the cut off of a PI of 52.5. Our goal for both the Mathematics and ELA state tests over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
The major focus for the school is the creation of a comprehensive curricular system that addresses the various aspects of a high achieving school who seamlessly combines both the Montessori and traditional pedagogies thus creating a successful public Montessori school.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: 1. Curriculum Creation- A combined guide for utilizing the Montessori Instructional Continuum and an aggressive approach to implementing CCLS. 2. Internal Benchmark Testing that is aligned closely to the CCLS. 3. Teacher Coaching that is driven by achievement data. 4. Creation of Innovative Special Education Programs. 5. Increased parent involvement and education.	1. Curriculum will be created during the summer of 2016. This curriculum and materials guide will be made available to teachers on August 15, 2016 when they begin their training. 2. Internal Benchmark assessments have been created and will be administered four times a year in the following order: o Baseline o Benchmark 1 o Benchmark 2 o Baseline 3. Teachers will receive coaching weekly. Topics will be determined by achievement data and teacher ability. 4. Program descriptions and planning will be completed by August 2016 (in cooperation with the CSE). Teachers will plan with these structures in mind. 5. The Family Association president will meet with the principal/director of outreach monthly to discuss progress toward goals as well as what parents can do to assist their students. Furthermore, the Director of Outreach will work to deliver monthly parent workshops.	1. The curriculum will be a living pacing guide that will be revised as needed. Student performance on benchmark assessments will be used as a final check for curriculum effectiveness. 2. Implementation timeliness will be used to determine successful use of the assessments using the calendared dates that correspond to the pacing guides. 3. Increased student performance on internal benchmarks, F&P, and teacher made assessments will serve as proof of success. In addition, coaching plans will include goals that will be assessed from week to week. 4. Increased performance on internal benchmarks, F&P, and teacher made assessments as well as related service and IEP goals will dictate success. 5. Increased parent support and inclusion coupled with increased performance on internal and state exams. 6. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 7. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Kim Smaw smaw@nycmcs.org 347-226-9094 • Geneine Morris morris@nycmcs.org 347-226-9094 • Sabita Basu basu@nycmcs.org 347-226-9094 • Robin Urquhart urquhart@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

Academic Deficiency 2: According to proficiency data from the 2014-15 administration of the state grade 3-4 ELA exam, NYCMCS's overall performance was below NYC Community School District (CSD) 7, the district of location, and below NYS average performance in ELA.

Outcome Statement | **Performance Framework** | *1*

NYCMCS has historically performed below the district and state averages on the ELA state test. It is strongly believed to be the direct result of three factors; lack of appropriate interventions for ELL students, lack of direct literacy instruction, and a limited volume of vocabulary acquisition for all students school-wide. While it is true that a total of only 10.2% of students in 3rd-4th grade scored a 3 or 4 on the state test it is our belief that we will see considerable gains in this area over the course of the next three years. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles on the state test with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 using the state test as a measure while considering consistency of enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goals outlined above NYCMCS will need to address the lack of appropriate interventions for ELL students, lack of direct literacy instruction, and a limited volume of vocabulary acquisition for all students school-wide.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: 1. Volume of Reading- Students need to spend more time in school and at home with eyes on text reading with no other task in place. 2. ELL sensitive instructional approach integration- Students who require specialized instructional approaches will be served by both the classroom teachers and the ELL teacher on staff. 3. Direct vocabulary and sight word instruction- Teachers will spend more time on direct vocabulary instruction and sight word acquisition. 4. Balanced Literacy- Including but not limited to guided reading, word work, and direct literacy instruction.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: 1. Volume of Reading Training will begin during summer PD on or about August 25, 2016. This strategy will be completed on the final day of school. 2. Training for teachers and collaboration with our ELL Teacher will begin in early September and continue throughout the year. Check points will occur along the way to determine strategic effectiveness. 3. Direct Vocabulary and Sight Word instruction training will be given in summer teacher training and will continue throughout the year. Students will be F&P assessed throughout the year in an effort to closely track growth.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state ELA test. Below there are specific indicators that will be used to determine strategy implementation success. 1. Students will have increased stamina which will produce higher F&P levels, increased time on task during observations, and increase consumption of classroom texts. 2. We will see improved student performance among ELLs particularly while also seeing an increase in ELL students' ability to successfully complete (at a high level) the same work as their non-ELL peers. 3. We will see an increase in F&P levels (when combined with comprehension instruction), observable revisiting of sight words and vocabulary throughout the school day, and increased student confidence during guided reading. 4. Increased student performance on in house benchmark assessments. 5. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 6. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Kim Smaw smaw@nycmcs.org 347-226-9094 • Geneine Morris morris@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 3: According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's overall performance was below NYC Community School District (CSD) 7, the district of location, and below NYS average performance in mathematics.

Outcome Statement | **Performance Framework** | *1*

NYCMCS has historically performed below the district and state averages on the Mathematics state test. It is strongly believed to be the direct result of two factors; non alignment of the Montessori and traditional teaching approaches, and lack of student exposure to abstract mathematics test items. While it is true that a total of only 35.1% of students in 3rd-4th grade scored a 3 or 4 on the state test it is our belief that we will see considerable gains in this area over the course of the next three years. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goal outlined above NYCMCS will need to address the lack of alignment between the Montessori approach and the traditional pedagogy upon which the state test is based.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: • Curriculum Alignment and Implementation- The instructional team at NYCMCS has built a curriculum that aligns the Montessori scope and materials to the CCLS based Engage NY curriculum and the iReady program. • Teacher Development- NYCMCS has hired a new instructional leadership team member who is certified in both Montessori and public sectors with extensive experience in urban schools as well as the assignment of a Montessori Teacher coach. Both of these leaders will develop teachers in response to the curriculum and the things they need to know to move students toward success.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: • The first working version of the curriculum will be complete by August 15 and will be revised on a unit by unit basis (4-6 weeks). • Teachers will receive intensive instruction from August 15-Sept. 2. Following summer training teachers will receive support weekly during PD on Thursdays.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state Mathematics test. Below there are specific indicators that will be used to determine strategy implementation success. • Teacher effectiveness- teachers will be observed weekly by the instructional leadership team. The data from those observations will be used to group teachers based on coaching needs. • A baseline and benchmark assessment system is being used to gather data on student performance in mathematics. This data will be used to inform instructional shifts. • Teachers will be supplied a pacing guide that will be used to determine if content is being covered quickly enough while classroom observations determine if content is being taught deeply enough. • Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. • Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Kim Smaw smaw@nycmcs.org 347-226-9094 • Geneine Morris morris@nycmcs.org 347-226-9094 • Jess Haas (Montessori Teacher Coach/Teacher) haas@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 4: According to proficiency data from the 2014-2015 administration of the state grade 4 science exam, NYCMCS's overall performance was below the performance of CSD 7 and below NYS average performance in science.

Outcome Statement	**Performance Framework Benchmark:**	*1*

NYCMCS performed below the district and state averages on the Science state test. It is strongly believed to be the direct result of two factors; lack of teacher clarity around expectations, and an inability to differentiate sufficiently in our multiage classrooms to ensure that fourth grade students are getting what they need to be prepared sufficiently for the exam. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent

Main Focus Area	Strategies Towards Measurable	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goal outlined above NYCMCS will need to address the lack of teacher clarity around expectations for the Science test as well as their drive to ensure that science instruction is happening with an understanding of the state test.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: • Allotment of sufficient worktime for students in 4th grade who need to learn science and also prepare for the test. • Ensure teacher clarity about testing expectations, content covered, and process for the hands on component of testing. • Procurement of the iReady science preparation materials for our fourth grade students.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: • Teachers will receive coaching during their weekly sessions to help them determine when 4th grade test specific learning will occur in their classrooms. • Teachers will have PD once a month for one hour to help them remain clear on expectations for the state test. • These books have been purchased and training for teachers will occur this summer.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state Science test. Below there are specific indicators that will be used to determine strategy implementation success. • Teacher effectiveness- teachers will be observed bi-weekly by the instructional leadership team. The data from those observations will be used to group teachers based on coaching needs. This will also help ensure that time is being dedicated to science instruction. • Supplies used for testing have already been purchased; teachers will work with instructional leaders to deepen their knowledge of the science testing process as well as work together to find ways to integrate this into their classroom work. • iReady has an associated assessment system that will be used to help teachers gather information about their students as it pertains to the science test. This data will help guide instruction. • Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. • Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Kim Smaw smaw@nycmcs.org 347-226-9094 • Geneine Morris morris@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 5: According to proficiency data from the 2014-2015 administration of the state grade 3-4 ELA exam, NYCMCS's economically disadvantaged student population performance was below CSD 7 and below NYS average performance in ELA.

Outcome Statement	**Performance Framework Benchmark:**	*2*

During the 2014-2015 school year NYCMCS's economically disadvantaged student population performed below the district and state averages on the ELA state test. These results are on par with the general student population. It is our belief that this poor performance is for the same reasons. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goals outlined above NYCMCS will need to address the lack of appropriate interventions for ELL students, lack of direct literacy instruction, and a limited volume of vocabulary acquisition for all students school-wide. In addition, we need to ensure that financial hardship is not a contributing factor when it comes to the access available to students at NYCMCS.	NYCMCS will focus on ensuring that any and all additional support materials for test prep are made available to students and families. Some of these strategies are captured below: 1. Preparation of materials to be used at home for test prep (to offset the materials possibly purchased by more financially able families). 2. More varied times for parent workshops, conferences and meetings to accommodate the parents with nontraditional work schedules. 3. The addition of an Outreach director who will work with families as needed to supply support through translation, identification of services, and anecdote gathering.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: 1. Teachers will prepare at home prep materials as a part of their basic classroom work. In addition, we will send additional resources home to families every six weeks to help with preparation for the state test. 2. Parent workshops will be held in the morning and afternoon this year to allow all parents and guardians to come to these informative sessions. There will be one Parent workshop per month. 3. The Director of Outreach will begin work on August 15. At that time a schedule will be put together for her work. Currently she will be present at all parent workshops (often as moderator), report card conferences and any other situation where bilingual services are needed.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state ELA test. Below there are specific indicators that will be used to determine strategy implementation success. 1. Teachers will have weekly coaching sessions where they will report out on what was created and what was provided to their students. 2. Parent workshops will be led by the Director of Outreach who will ensure that parents understand the impact that they can have on their students' performance. These sessions will be coached by the principal to ensure the Director of Outreach sufficiently informs and equips parents. 3. The Director of Outreach will be managed by the principal and will be governed by the in house management model standards as a determination of success in her work. 4. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 5. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Robin Urquhart urquhart@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 6: According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's economically disadvantaged student population performance was below CSD 7 and below NYS average performance in mathematics.

Outcome Statement | **Performance Framework** | *2*

During the 2014-2015 school year NYCMCS's economically disadvantaged student population performed below the district and state averages on the Mathematics state test. These results are on par with the general student population. It is our belief that this poor performance is for the same reasons. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goal outlined above NYCMCS will need to address the lack of alignment between the Montessori approach and the traditional pedagogy upon which the state test is based. In addition, we will have to address the holes that traditionally exist for economically disadvantaged students.	NYCMCS will focus on ensuring that any and all additional support materials for test prep are made available to students and families. Some of these strategies are captured below: 1. Preparation of materials to be used at home for test prep (to offset the materials possibly purchased by more financially able families). 2. More varied times for parent workshops, conferences and meetings to accommodate the parents with nontraditional work schedules. 3. The addition of an Outreach director who will work with families as needed to supply support through translation, identification of services, and anecdote gathering.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: 1. Teachers will prepare at home prep materials as a part of their basic classroom work. In addition, we will send additional resources home to families every six weeks to help with preparation for the state test. 2. Parent workshops will be held in the morning and afternoon this year to allow all parents and guardians to come to these informative sessions. There will be one Parent workshop per month. 3. The Director of Outreach will begin work on August 15. At that time a schedule will be put together for her work. Currently she will be present at all parent workshops (often as moderator), report card conferences and any other situation where bilingual services are needed.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state ELA test. Below there are specific indicators that will be used to determine strategy implementation success. 1. Teachers will have weekly coaching sessions where they will report out on what was created and what was provided to their students. 2. Parent workshops will be led by the Director of Outreach who will ensure that parents understand the impact that they can have on their students' performance. These sessions will be coached by the principal to ensure the Director of Outreach sufficiently informs and equips parents. 3. The Director of Outreach will be managed by the principal and will be governed by the in house management model standards as a determination of success in her work. 4. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 5. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Robin Urquhart urquhart@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 7: According to proficiency data from the 2014-2015 administration of the state grade 3-4 ELA exam, NYCMCS's students with disabilities population performed below CSD 7 and below NYS average performance in ELA.

Outcome Statement | **Performance Framework** | *2*

NYCMCS has historically performed below the district and state averages on the ELA state test. While this is the case we are also motivated by the fact that this is very true for our students with disabilities. It is strongly believed that this performance is due to a lack of a comprehensive approach to providing the necessary special education supports. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goals outlined above NYCMCS will need to address the lack of appropriate interventions for students with disabilities.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: 1. Addition of an Innovative (12:2) Classroom on the 4/5 level. This classroom will have a fully certified SPED and General ED/Montessori Teacher. 2. Addition of an Innovative (12:1:1) Classroom on the 2/3/4 level for our most low incidence fourth graders and 2nd and 3rd graders who require 12:1:1. 3. Addition of a new Director of Student Supports who is Special Education Certified. 4. Increased differentiation training for teachers.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: 1. Students will be enrolled in this classroom based on IEP recommendations from the first day of school. K-5. 2. See Above. 3. The new Director of Student Supports was added on July 1, 2016. 4. Teachers will begin their training on August 15 and will participate in PD every week on Thursdays for two and a half hours.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state ELA test. Below there are specific indicators that will be used to determine strategy implementation success. 1. Students enrolled in this class will have increased performance results on F&P, school based benchmark assessments, unit tests and teacher created assessment items. 2. See Above. 3. Clearer communication between the CSE and school based staff. Thus resulting in appropriate services being identified and delivered for our students. 4. Small group work will be observable. In addition, teachers will make data based decisions about how to move forward with our students. 5. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 6. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Sabita Basu basu@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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Academic Deficiency 8: According to proficiency data from the 2014-2015 administration of the state grade 3-4 mathematics exam, NYCMCS's students with disabilities population performed below CSD 7 and below NYS average performance in mathematics.

Outcome Statement | **Performance Framework Benchmark:** 2

NYCMCS has historically performed below the district and state averages on the Mathematics state test. While this is the case we are also motivated by the fact that this is very true for our students with disabilities. It is strongly believed that this performance is due to a lack of a comprehensive approach to providing the necessary special education supports. Our goal over the next three years is to see a 55% decrease from the bottom two quartiles with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment.

Main Focus Area	Strategies Towards Measurable Outcomes	Timelines and Completion Dates	Strategic Indicators of Success Towards Measurable Outcomes	Responsibility	Status Update Checkpoints	Revisions
In order to meet the goals outlined above NYCMCS will need to address the lack of appropriate interventions for students with disabilities.	NYCMCS needs to focus on the following items to ensure growth as predicted in the outcome statement above: 1. Addition of an Innovative (12:2) Classroom on the 4/5 level. This classroom will have a fully certified SPED and General ED/Montessori Teacher. 2. Addition of an Innovative (12:1:1) Classroom on the 2/3/4 level for our most low incidence fourth graders and 2nd and 3rd graders who require 12:1:1. 3. Addition of a new Director of Student Supports who is Special Education Certified. 4. Increased differentiation training for teachers.	Each of the strategies mentioned will be implemented during the 16-17 school year on the following dates: 1. Students will be enrolled in this classroom based on IEP recommendations from the first day of school. K-5. 2. See Above. 3. The new Director of Student Supports was added on July 1, 2016. 4. Teachers will begin their training on August 15 and will participate in PD every week on Thursdays for two and a half hours.	Each of these strategies has the ultimate goal of moving student performance to a level that surpasses the district and state averages on the state ELA test. Below there are specific indicators that will be used to determine strategy implementation success. 1. Students enrolled in this class will have increased performance results on school based benchmark assessments, unit tests and teacher created assessment items. 2. See Above. 3. Clearer communication between the CSE and school based staff. Thus resulting in appropriate services being identified and delivered for our students. 4. Small group work will be observable. In addition, teachers will make data based decisions about how to move forward with our students. 5. Improvement on the state test will be an additional indicator of success with a spread of a 30% decrease in SY16-17, 15% decrease in SY17-18, and a 10% decrease in SY 17-18 considering consistent enrollment. 6. Benchmark assessments will be used as an indicator of student proficiency and EOY test readiness. Scores will be based on a proficiency marker of 70% on all internal assessments. This measure could be increased to 75% based on performance on the benchmark. School staff will be looking for a decrease in the bottom two quartiles of 30 percent from test to test.	The implementation and management of this strategy will be the responsibility of the following people under the oversight of the principal Abeku Hayes, hayes@nycmcs.org, 646-660-3214. • Sabita Basu basu@nycmcs.org 347-226-9094	Status Updates will occur throughout the course of the year and will involve the board, school leadership team, teachers, family association and the Charter School office on the schedule below: • Board check ins will occur monthly during the Education Committee meetings and during the Principal's report at monthly Board Meetings. • The school leadership team will meet weekly to discuss all issues of the school with a bi-weekly focus on progress toward goals. • Teachers will receive PD beginning in August that will not only instruct them on how to move forward but serve as an opportunity for them to offer feedback and suggestions. • The Family Association works closely in monthly check ins with the principal that will be used to plan for dissemination of information to the entire parent body. • The following dates will be ear marked for the state to come in and meet regarding progress on internal and external (state) exams as a measure of progress for the school and students: o Internal Exam Results ▪ 12/16/16 ▪ 3/31/16 ▪ 6/26/16 o State Exams ▪ 7/31/16	

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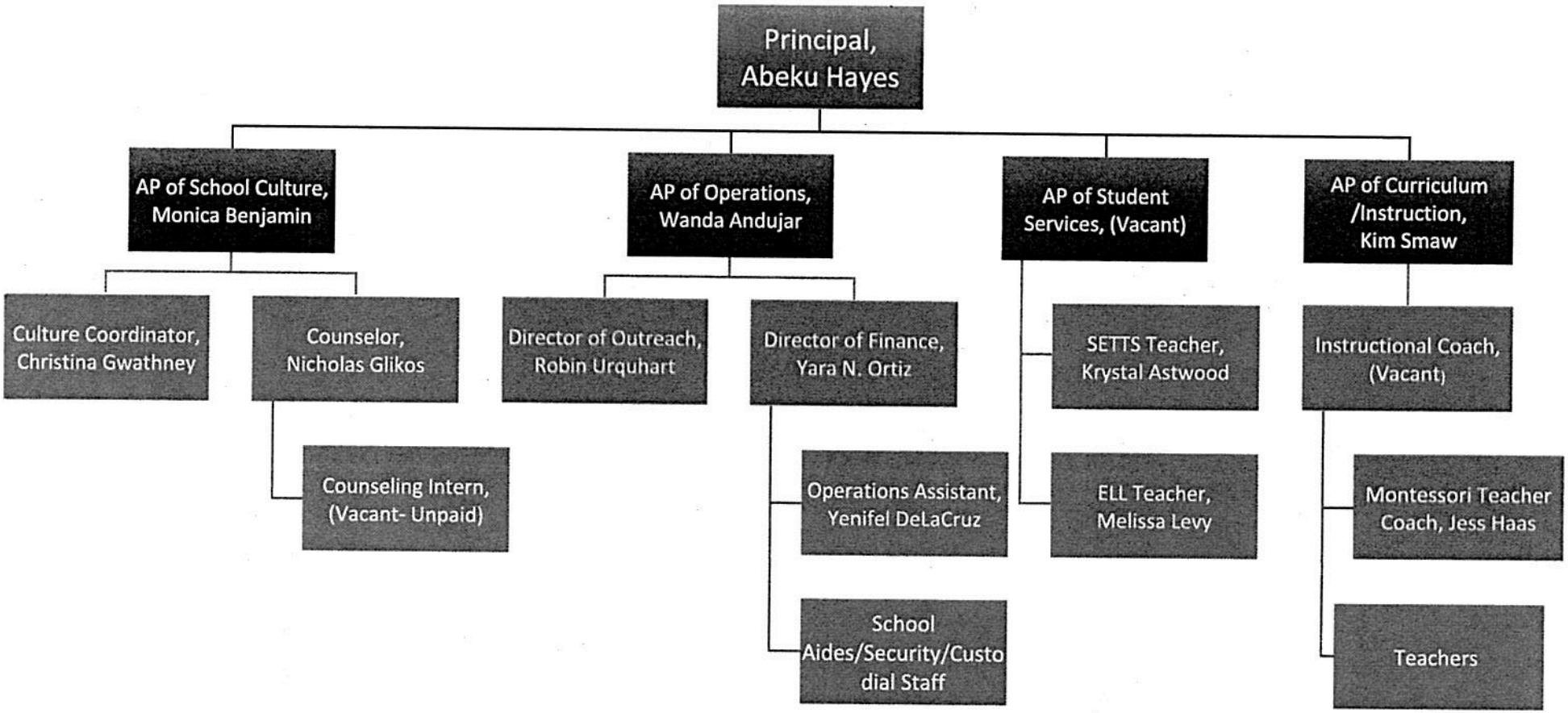
2016/2017 Organizational Chart



STAFF LIST - FY2016-2017

Employee Name	Title	Date of Hire	Date of Termination	Replacement
Acevedo, Patricia	Associate Teacher / Building Substitute	19-Oct-15		
Almanzar, Rosa	Associate Teacher	16-Aug-15		
Andujar, Wanda	AP of Ops	30-May-13		
Astwood, Krystal	SETTS Coordinator & Teacher	1-Feb-16		
Basu, Sabita	AP of Student Support	3-Nov-15	13-Jan-17	Vacant
Baptiste, Doreen	Lead Teacher	16-Aug-13	31-Aug-16	Michelle Goodwin
Bell, Kiani	Operations Associate	3-Jan-17		
Beltre, Amy	Associate Teacher	11-Jan-16		
Benjamin, Monica	AP of School Culture	15-Aug-13		
Bennett, Amber	Lead Teacher	16-Aug-14		
Bennett, Jabani	Art Teacher	15-Aug-16		
Blakeney-Smaw, Kim	AP of Curriculum & Instruction	2-May-16		
Blount, Koecee	Associate Teacher	18-Nov-16		
Bodrick-Davis, Vanessa	Operations Associate	2-Dec-16		
Bowers, Dorleen	Lead Teacher	3-Jan-17		
Brady, Melissa	Operations Associate	23-Nov-15	15-Jul-16	Yenifel de la Cruz
Brown, Dynetta	Associate Teacher	22-Aug-16	31-Dec-16	Linda Riley
Daugett, Patricia	Lead Teacher - SpEd	16-Aug-14		
De La Cruz, Yenifel	Operations Associate	29-Aug-16		
Davis, Joslyn	Associate Teacher	2-Sep-14		
Dunn, Shaniqua	Associate Teacher	4-Jan-16		
English, Colin	Associate Teacher	7-Mar-16		
Fairman, Denise	Director of Instruciton for Math	16-Aug-15	15-Aug-16	Kim Smaw
Filpo, Eileen	Lead Teacher	6-Sep-16	31-Dec-16	Vacant
Frias, Sharon	Associate Teacher	15-Aug-13		
Gilkos, Nicholas	Mental Health Counselor	16-Aug-14		
Goldstein, Brett	PhysEd Teacher	2-Jan-14		
Goodwin, Michelle	General Education Teacher	26-Sep-16		
Guerra, Shirley	Associate Teacher	5-Dec-16	31-Dec-16	No Replacement
Gwathney, Christina	Culture Coordinator	30-Oct-16		
Haas, Jessica	Lead Teacher	15-Aug-11		
Hargraves, Theresa	Lunch Aide	28-Apr-15		
Hamilton, Gia	Associate Teacher	16-Aug-15		
Hancock, Adrienne	Teacher - SpEd	1-Sep-16		
Harlan, Bradford	Associate Teacher	2-Sep-14		
Harris, Tamika	Associate Teacher	1-Feb-16		
Hayes, Abeeku	Principal	16-Aug-15		
Henderson, Jillian	Associate Teacher	26-Aug-15		
Hunt, Shera Dawn	Lead Teacher - SpEd	2-Nov-15	15-Aug-16	Adrienne Hancock
Jerome, Emma	Associate Teacher	16-Aug-15		
Jorge, Jeanny	Lead Teacher	17-Aug-15		
Keeler, Adia	Lead Teacher	16-Aug-15		

STAFF LIST - FY2016-2017

Employee Name	Title	Date of Hire	Date of Termination	Replacement
Keeler, Constance	Associate Teacher	1-Jul-13		
Levy, Melissa	Lead Teacher - ELL	16-Aug-14		
Longobucco, Carol Ann	Lead Teacher-SpEd	16-Aug-15		
Losak, Jeffrey	Teacher - SpEd	26-Sep-16	31-Dec-16	Dorleen Bowers
Lovett, Nicholena	Lead Teacher - SpEd	16-Aug-13		
Lovett,Yetta	Culture Assistant	6-Sep-16		
Matheny, Jewelle	Lead Teacher	15-Aug-16	17-Nov-16	Vacant
McCarthy, Patricia	Lead Teacher	16-Aug-14		
McCray, Omar	Associate Teacher	16-Aug-15	15-Aug-16	Paul Traver
Meeks, Montrese	Associate Teacher	25-Aug-14		
Miranda, Angelina	School Aide	16-Aug-15	9-Dec-16	Vanessa Bodrick
Mitchell, Alyssa	Art Teacher	16-Aug-15		
Moreno, Cristina	Lead Teacher	15-Aug-13		
Morley, Melissa	Lead Teacher	16-Aug-15	16-Aug-16	Jonathan Wells
Morris, Geneine	Instructional Coach	7-Dec-15	2-Dec-16	Vacant
Ortiz Vergara, Yara N.	Director of Finance	1-Dec-14		
Peña, Leini	Lead Teacher - SpEd	16-Aug-15		
Peralta, Cecilia	Lead Teacher	15-Aug-13	16-Aug-16	Dorleen Bowers
Riley, Linda	Associate Teacher	12-Jan-17		
Sailsman, Pamela	Lead Teacher	15-Aug-16		
Scally, Anne	Lead Teacher	15-Aug-13	16-Aug-16	Carol Longobucco
Smith, Jasmin	Lead Teacher	16-Aug-14		
Stuart, Allegra	Music/French Teacher	16-Aug-14		
Sukmawijaya, Dini	Lead Teacher	15-Aug-16	14-Oct-16	Jeffrey Losak
Taitt, Diamons Jewel	Associate Teacher	7-Mar-16	15-Nov-16	Koecee Blount
Torres, Desiree	Lead Teacher	16-Aug-15	16-Aug-16	Eileen Filpo
Traver, Paul	Associate Teacher	18-Aug-16		
Urquhart, Robin	Director of Outreach	1-Jul-13		
Vicente, Algenis R.	PhysEd Teacher	23-May-16		
Wells, Jonathan	Lead Teacher	28-Aug-14		
Wrenn, Lauren	Associate Teacher	1-Sep-16	23-Dec-16	Yetta Lovett
Zandoli, Meghan	Lead Teacher	1-Sep-16	23-Dec-16	Desiree Torres

new york city montessori charter school

Art Teacher Job Description

Title: Art Teacher
Department/Group: Curriculum and Instruction
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS seeks an Art Teacher who understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Art Teacher will demonstrate the qualities expected of all academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Instructional Planning & Delivery -

- Understand and implement general art theories and practices
- Understand processes and history of art across a wide range of cultures
- Develop cross-curricular units and intensives with teachers and integrate art into the general curriculum
- Use technology and multimedia tools to enhance and enrich the curriculum
- Communicate knowledge of art history (American, European, and non-Western)
- Emphasize a process-based approach to art instruction
- Use technology tools for instruction, planning, and communication
- Eagerly learn new uses and applications of technology tools
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups

- Develop and use rubrics for instruction as well as assessment
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

Student Assessment –

- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Completes all reports in a timely manner

Learning Environment –

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Ensure smooth operation of all classroom instructional functions without exceptions
- Plan and organize school and community art events
- Create a sense of community and belonging for the students
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

Student Support & School Culture –

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Work closely with all members of school community modeling citizenship, collaboration and support of one another

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- New York State Teacher Certification
- Minimum of 2 years of teaching experience required
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Experience working with at-risk urban student population in some capacity preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child

new york city
montessori
charter school

Assistant Principal (Curriculum & Instruction) Job Description

Title: Assistant Principal: Curriculum & Instruction
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Principal

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS Assistant Principal understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Assistant Principal will execute the instructional leadership, administrative duties and operational responsibilities necessary to ensure the success of the school. The Assistant Principal will collaborate on the decision making as part of the leadership team and assume the responsibilities of Principal when the Principal is not on site. The Assistant Principal is responsible for the overall administration and management of the school, including the school vision and design, academic programs, culture development and staffing.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

PRINCIPAL SUPPORT -

- Assist the principal in setting standards for student achievement
- Assist the principal in leading an effective team of people jointly responsible for the attainment of school goals, and committed to achieving excellence
- Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- Provide instructional leadership in advancing proven teaching and learning practices;
- Review/approve lesson plans

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of the school curriculum, processes, and tools
- Manage extracurricular activities (i.e., before/after school programs, sports, science fairs, school plays, etc.)
- Assist the principal by performing other duties and responsibilities as needed in order to meet the school's vision and mission
- Function in role of Principal in absence of the Principal

COMMUNICATION & SCHOOL MANAGEMENT -

- Engage in clear, constant multi-directional communication with the school community
- Set clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure team is bought into the goals and feels motivated by and accountable to them; keep goals central and regularly assess student progress toward them
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos
- Makes budgetary recommendations and collaborate with Principal and Business Manager to prepare the preliminary budget for the school
- Cultivate positive relationships with parents and the local community
- Represent the school to a variety of audiences and support all functions for school success

LEADERSHIP & PLANNING -

- Assist in management of all after-school activities and programs
- Assist in the coordination/ execution of student recruitment and admissions process
- Model the school's values and set the standard for exemplary conduct.
- Coach Teachers and conduct formal and informal observations
- Provide feedback on instructional plans

PROFESSIONAL DEVELOPMENT -

- Collaborate with Principal and the school's instructional coaches to identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals
- Facilitate high quality professional development accurately, identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Train staff in classroom management, student engagement and parent involvement

STUDENT DATA, INFORMATION & REPORTING -

- Assist in management of student test administration (interim and standardized testing) at the School
- Oversee compliance in testing admissions, special education, ELL, record keeping, etc.
- Prepare required reports and maintain complete and accurate records for the school
- Analyze data with teachers regularly to maximize student performance
- Use student data to provide leadership in the formulation and annual adjustment of the school's instructional programs

STUDENT ACHIEVEMENT & SUCCESS -

- Provide instructional leadership to advance proven teaching and learning practices

- Lead teachers and school staff in developing a school culture that nurtures the school's mission and values

STUDENT BEHAVIOR & ATTENDANCE -

- Participate in facilitating behavior management system with meaningful incentives for students
- Develop and support procedures that provide for the safety and security of staff and students
- Serve as the point person for dealing with behavioral crisis-intervention and acute behavioral issues
- Ensures compliance with district/state regulatory due process system
- Articulate and supports a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior
- Oversee daily data entry and follow up for student discipline system
- Facilitate collaborative planning and problem-solving processes
- Lead staff efforts to ensure all students have excellent attendance

TEAMWORK & PARTNERING -

- Establish a positive, structured, achievement-oriented, and creative school culture
- Participate in Parent Teacher Conferences, Board Meetings, Academic Meetings and other Administrative meetings as needed
- Facilitate effective communication with parents and community
- Assist with the collaborative efforts with the school PTO
- Network with community-based organizations and educational groups to acquire more services for the school and develop effective relationships

GENERAL RESPONSIBILITIES -

- Ensure that the physical environment of the school reinforces school culture and facilitates student achievement
- Participate in staff recruitment
- Perform other related duties as required and assigned

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- AMS Montessori Certification preferred
- NYS Building Leader Certification preferred
- Minimum of five years teaching experience
- Three years Assistant Principal experience
- Strong curriculum writing skills at the K-5 level a must
- Experience in developing a school's master schedule
- Strong knowledge of Core Content Curriculum standards
- Ability to work in a fast pace environment
- Thorough knowledge of the New York school system and in particular the mandates and requirements of the New York Department of Education relating to charter schools

- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk, urban student population preferred
- Working knowledge and comfort level with instructional technology
- Demonstrated ability in utilizing office equipment and software such as Microsoft Office Suite (Word, Explorer, Excel, and Outlook)
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Willingness to learn new skills and participate in professional development activities

new york city
montessori
charter school

Assistant Principal (Operations) Job Description

Title: Assistant Principal: Operations
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time,
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Principal

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS Assistant Principal understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Assistant Principal will execute the instructional leadership, administrative duties and operational responsibilities necessary to ensure the success of the school. The Assistant Principal will collaborate on the decision making as part of the leadership team and assume the responsibilities of Principal when the Principal is not on site. The Assistant Principal is responsible for the overall administration and management of the school, including the school vision and design, academic programs, culture development and staffing.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

PRINCIPAL SUPPORT -

- Assist the principal in setting standards for student achievement
- Assist the principal in leading an effective team of people jointly responsible for the attainment of school goals, and committed to achieving excellence
- Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- Provide instructional leadership in advancing proven teaching and learning practices;
- Review/approve lesson plans

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of the school curriculum, processes, and tools
- Manage extracurricular activities (i.e., before/after school programs, sports, science fairs, school plays, etc.)
- Assist the principal by performing other duties and responsibilities as needed in order to meet the school's vision and mission
- Function in role of Principal in absence of the Principal

COMMUNICATION & SCHOOL MANAGEMENT -

- Engage in clear, constant multi-directional communication with the school community
- Set clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure team is bought into the goals and feels motivated by and accountable to them; keep goals a central focus and regularly assess student progress toward them
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos.
- Makes budgetary recommendations and collaborate with Principal and Business Manager to prepare the preliminary budget for the school;
- Cultivate positive relationships with parents and the local community
- Represent the school to a variety of audiences and support all functions for school success

LEADERSHIP & PLANNING -

- Assist in management of all after-school activities and programs
- Assist in the coordination/ execution of student recruitment and admissions process
- Model the school's values and set the standard for exemplary conduct.
- Coach Teachers and conduct formal and informal observations
- Provide feedback on instructional plans

PROFESSIONAL DEVELOPMENT -

- Collaborate with Principal and the school's instructional coaches to identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals
- Facilitate high quality professional development accurately, identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Train staff in classroom management, student engagement and parent involvement

STUDENT DATA, INFORMATION & REPORTING -

- Assist in management of student test administration (interim and standardized testing) at the School
- Oversee compliance in testing admissions, special education, ELL, record keeping, etc.
- Prepare required reports and maintain complete and accurate records for the school
- Analyze data with teachers regularly to maximize student performance
- Use student data to provide leadership in the formulation and annual adjustment of the school's instructional programs

STUDENT ACHIEVEMENT & SUCCESS -

- Provide instructional leadership to advance proven teaching and learning practices

- Lead teachers and school staff in developing a school culture that nurtures the school's mission and values

STUDENT BEHAVIOR & ATTENDANCE -

- Participate in facilitating behavior management system with meaningful incentives for students
- Develop and support procedures that provide for the safety and security of staff and students
- Serve as the point person for dealing with behavioral crisis-intervention and acute behavioral issues
- Ensures compliance with district/state regulatory due process system
- Articulate and supports a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior
- Oversee daily data entry and follow up for student discipline system
- Facilitate collaborative planning and problem-solving processes
- Lead staff efforts to ensure all students have excellent attendance

TEAMWORK & PARTNERING -

- Establish a positive, structured, achievement-oriented, and creative school culture
- Participate in Parent Teacher Conferences, Board Meetings, Academic Meetings and other Administrative meetings as needed
- Facilitate effective communication with parents and community
- Assist with the collaborative efforts with the school PTO
- Network with community-based organizations and educational groups to acquire more services for the school and develop effective relationships

GENERAL RESPONSIBILITIES

- Ensure that the physical environment of the school reinforces school culture and facilitates student achievement
- Participate in staff recruitment
- Perform other related duties as required and assigned
- LIST, etc.

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- Experience in developing a school's master schedule
- Ability to work in a fast pace environment
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook
- Thorough knowledge of the New York school system and in particular the mandates and requirements of the New York Department of Education relating to charter schools
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child

- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk, urban student population in some capacity preferred
- Working knowledge and comfort level with instructional technology
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Willingness to learn new skills and participate in professional development activities
- LIST, etc.

new york city montessori charter school

Assistant Principal (School Culture) Job Description

Title: Assistant Principal: School Culture
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Principal

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS Assistant Principal understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Assistant Principal will execute the instructional leadership, administrative duties and operational responsibilities necessary to ensure the success of the school. The Assistant Principal will collaborate on the decision making as part of the leadership team and assume the responsibilities of Principal when the Principal is not on site. The Assistant Principal is responsible for the overall administration and management of the school, including the school vision and design, academic programs, culture development and staffing.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

PRINCIPAL SUPPORT -

- Assist the principal in setting standards for student achievement
- Assist the principal in leading an effective team of people jointly responsible for the attainment of school goals, and committed to achieving excellence
- Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- Provide instructional leadership in advancing proven teaching and learning practices;
- Review/approve lesson plans

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of the school curriculum, processes, and tools
- Manage extracurricular activities (i.e., before/after school programs, sports, science fairs, school plays, etc.)
- Assist the principal by performing other duties and responsibilities as needed in order to meet the school's vision and mission
- Function in role of Principal in absence of the Principal

COMMUNICATION & SCHOOL MANAGEMENT -

- Engage in clear, constant multi-directional communication with the school community
- Set clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure team is bought into the goals and feels motivated by and accountable to them; keep goals front and center and regularly assess student progress toward them
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos.
- Makes budgetary recommendations and collaborate with Principal and Business Manager to prepare the preliminary budget for the school;
- Cultivate positive relationships with parents and the local community
- Represent the school to a variety of audiences and support all functions for school success

LEADERSHIP & PLANNING -

- Assist in management of all after-school activities and programs
- Assist in the coordination/ execution of student recruitment and admissions process
- Model the school's values and set the standard for exemplary conduct.
- Coach Teachers and conduct formal and informal observations
- Provide feedback on instructional plans

PROFESSIONAL DEVELOPMENT -

- Collaborate with Principal and the school's instructional coaches to identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals
- Facilitate high quality professional development accurately, identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Train staff in classroom management, student engagement and parent involvement

STUDENT DATA, INFORMATION AND REPORTING -

- Assist in management of student test administration (interim and standardized testing) at the School
- Oversee compliance in testing admissions, special education, ELL, record keeping, etc.
- Prepare required reports and maintain complete and accurate records for the school
- Analyze data with teachers regularly to maximize student performance
- Use student data to provide leadership in the formulation and annual adjustment of the school's instructional programs

STUDENT ACHIEVEMENT & SUCCESS -

- Provide instructional leadership to advance proven teaching and learning practices
- Lead teachers and school staff in developing a school culture that nurtures the school's mission and values

STUDENT BEHAVIOR & ATTENDANCE -

- Participate in facilitating behavior management system with meaningful incentives for students
- Develop and support procedures that provide for the safety and security of staff and students
- Serve as the point person for dealing with behavioral crisis-intervention and acute behavioral issues
- Ensures compliance with district/state regulatory due process system
- Articulate and supports a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior
- Oversee daily data entry and follow up for student discipline system
- Facilitate collaborative planning and problem-solving processes
- Lead staff efforts to ensure all students have excellent attendance

TEAMWORK & PARTNERING -

- Establish a positive, structured, achievement-oriented, and creative school culture
- Participate in Parent Teacher Conferences, Board Meetings, Academic Meetings and other Administrative meetings as needed
- Facilitate effective communication with parents and community
- Assist with the collaborative efforts with the school PTO
- Network with community-based organizations and educational groups to acquire more services for the school and develop effective relationships

GENERAL RESPONSIBILITIES -

- Ensure that the physical environment of the school reinforces school culture and facilitates student achievement
- Participate in staff recruitment
- Perform other related duties as required and assigned

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES :

Other tasks as assigned

QUALIFICATIONS:

- Associate's Degree required
- Bachelor's Degree preferred, Master's Degree preferred
- Minimum of five years classroom experience
- Ability to work in a fast pace environment
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook
- Thorough knowledge of the New York school system and in particular the mandates and requirements of the New York Department of Education relating to charter schools
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Willingness to learn new skills and participate in professional development activities

new york city montessori charter school

Assistant Principal (Student Services) Job Description

Title: Assistant Principal: Student Services
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Principal

ABOUT NYCMCS:

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JOB SUMMARY:

NYCMCS Assistant Principal understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Assistant Principal will execute the instructional leadership, administrative duties and operational responsibilities necessary to ensure the success of the school. The Assistant Principal will collaborate on the decision making as part of the leadership team and assume the responsibilities of Principal when the Principal is not on site. The Assistant Principal is responsible for the overall administration and management of the school, including the school vision and design, academic programs, culture development and staffing.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

PRINCIPAL SUPPORT -

- Assist the principal in setting standards for student achievement
- Assist the principal in leading an effective team of people jointly responsible for the attainment of school goals, and committed to achieving excellence
- Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- Provide instructional leadership in advancing proven teaching and learning practices;
- Review/approve lesson plans

- Regularly observe classroom instruction of all teachers monitoring their effectiveness and success in implementation of the school curriculum, processes, and tools
- Manage extracurricular activities (i.e., before/after school programs, sports, science fairs, school plays, etc.)
- Assist the principal by performing other duties and responsibilities as needed in order to meet the school's vision and mission
- Function in role of Principal in their absence

COMMUNICATION & SCHOOL MANAGEMENT -

- Engage in clear, constant multi-directional communication with the school community
- Set clear, measurable, motivating goals at the beginning of the year for every grade/subject and every class; ensure team is bought into the goals and feels motivated by and accountable to them; keep goals front and center and regularly assess student progress toward them
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos
- Makes budgetary recommendations and collaborate with Principal and Business Manager to prepare the preliminary budget for the school
- Cultivate positive relationships with parents and the local community
- Represent the school to a variety of audiences and support all functions for school success

LEADERSHIP & PLANNING -

- Assist in management of all after-school activities and programs
- Assist in the coordination/ execution of student recruitment and admissions process
- Model the school's values and set the standard for exemplary conduct.
- Coach Teachers and conduct formal and informal observations
- Provide feedback on instructional plans

PROFESSIONAL DEVELOPMENT -

- Collaborate with Principal and the school's instructional coaches to identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals
- Facilitate high quality professional development accurately, identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable
- Train staff in classroom management, student engagement and parent involvement

STUDENT DATA, INFORMATION AND REPORTING -

- Assist in management of student test administration (interim and standardized testing) at the School
- Oversee compliance in testing admissions, special education, ELL, record keeping, etc.
- Prepare required reports and maintain complete and accurate records for the school
- Analyze data with teachers regularly to maximize student performance
- Use student data to provide leadership in the formulation and annual adjustment of the school's instructional programs

STUDENT ACHIEVEMENT & SUCCESS -

- Provide instructional leadership to advance proven teaching and learning practices

- Lead teachers and school staff in developing a school culture that nurtures the school's mission and values

STUDENT BEHAVIOR & ATTENDANCE -

- Participate in facilitating behavior management system with meaningful incentives for students
- Develop and support procedures that provide for the safety and security of staff and students
- Serve as the point person for dealing with behavioral crisis-intervention and acute behavioral issues
- Ensures compliance with district/state regulatory due process system
- Articulate and supports a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior
- Oversee daily data entry and follow up for student discipline system
- Facilitate collaborative planning and problem-solving processes
- Lead staff efforts to ensure all students have excellent attendance

TEAMWORK & PARTNERING -

- Establish a positive, structured, achievement-oriented, and creative school culture
- Participate in Parent Teacher Conferences, Board Meetings, Academic Meetings and other Administrative meetings as needed
- Facilitate effective communication with parents and community
- Assist with the collaborative efforts with the school PTO
- Network with community-based organizations and educational groups to acquire more services for the school and develop effective relationships

GENERAL RESPONSIBILITIES

- Ensure that the physical environment of the school reinforces school culture and facilitates student achievement
- Participate in staff recruitment
- Perform other related duties as required and assigned
- LIST, etc.

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

Bachelor's Degree required, Master's Degree preferred
NYS SPED Certification required
Minimum of five years teaching experience
Strong curriculum writing skills required
Experience in developing a school's master schedule
Strong knowledge of Core Content Curriculum standards
Ability to work in a fast pace environment
Proficiency in Microsoft Excel, PowerPoint, Word and Outlook
Working knowledge of the charter school movement and culture

Thorough knowledge of the New York school system and in particular the mandates and requirements of the New York Department of Education relating to charter schools

Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child

Strong written, grammatical, presentation, and verbal communication skills

Experience working with at-risk, urban student population in some capacity preferred

Working knowledge and comfort level with instructional technology

Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators

Willingness to learn new skills and participate in professional development activities

LIST, etc.

new york city montessori charter school

Director of Finance Job Description

Title: Director of Finance
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Director of Operations/ Principal

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

The Director of Finance & Operations oversees non-academic functions including human resources and talent management, enrollment, information technology systems, accounts payable and receivable, vendor relations, contractor oversight, and facilities, custodial, security, and food service functions of the organization. The Director of Finance & Operations also identifies gaps and institutes process improvements to ensure efficient and effective systems across all areas of the organization

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

OPERATIONS -

Manage resource deployment, facilities planning, and long-range planning initiatives.
Oversee all functions related to the physical plant, school property, transportation fleet, and school equipment to ensure smooth daily operations.
Manage all facilities-related contractors and service providers.
Coordinate maintenance, repairs, and replacement of school property, equipment, and vehicles.
Ensure that facilities-related contracts and expenses adhere to relevant procurement requirements, in collaboration with the Compliance.
Oversee asset management, including inventories of fixed assets.
Coordinate with General Counsel to maintain facilities-related agreements, contracts, leases, and other legal documents.

Coordinate all student transportation, including for regular school days, afterschool programming, field trips, athletics and competitions, and special events.
Oversee van and shuttle drivers.
Manage custodial staff and all custodial contracts to ensure that school building is clean and well-maintained.
Manage food service staff and contracts.
Ensure that appropriate safety and security procedures are established and followed, in coordination with Compliance Director.
Coordinate with school leadership to manage reporting and remediation of all safety-related incidents.
Manage relevant safety files and documents.
Develop, edit, and enforce operations manuals and emergency plans.
Ensure that staff are properly trained to adhere to all relevant safety laws, regulations, mandates, and procedures.
In collaboration with the Compliance Director, ensure adherence to safety-related laws and requirements, such as emergency planning and safety and security drills.
Oversee information technology (IT) staff and contractors.
Ensure the ongoing maintenance and updating of information systems and infrastructure, including hardware, software and applications.
Manage all contracts with external IT vendors.
Oversee Food Service Coordinator and daily student food service.
Oversee security staff and contractors.
Coordinate use of building and facilities by external individuals and organizations.

FINANCES -

Ensure school compliance with authorizer and agency fiscal compliance policies.
Review monthly financials before submission to Public Charter School Board (PCSB).
Oversee annual financial audit and single file audit (A-133).
Manage accounts payable and accounts receivable.
Provide financial process support to Program Coordinator and other staff planning events.
Work with external accountant to provide reports for the Executive Director, School Leadership Team, and Board of Trustees.
Manage vendor relationships.
In coordination with Compliance Director, ensure that finances adhere to authorizer, agency, and funder requirements.
Develop, edit, and enforce fiscal policy manual.
Ensure all staff comply with fiscal policies.
Maintain financial and organizational records.
Work with Development Committee of Board of Trustees as requested by Executive Director.
Work with Executive Director and external accountant to develop and review annual budgets.
In collaboration with Executive Director, develop department budgets.
Provide regular updates to directors on department budgets.
Assist the Compliance Director with grant compliance in areas such as time and effort tracking.

ENROLLMENT -

Manage all aspects of enrollment process, including enrollment, residency verification, and enrollment audit, with assistance of Compliance Director, Registrar, and others as needed.

HUMAN RESOURCES -

Coordinate with external human resources team to ensure effective human resources support.
Develop, edit, and enforce employee handbook and other employment policies.
Maintain employment records.
Work with external human resources team to ensure Kingsman Academy maintains compliance with relevant employment laws, regulations, and policies.
With assistance from external human resources team, coordinate onboarding and offboarding resources.
Serve as an in-house resource for staff with human resource questions.
Process biweekly payroll.
Work with Executive Director and Deputy Director to coordinate staff evaluations.

MISCELLANEOUS -

Attend key meetings at PCSB, the Office of the State Superintendent of Education (OSSE), and other organizations as necessary and related to operations, finances, enrollment, and human resources.
Attend Board of Trustees meetings as requested by Executive Director.
Coordinate and oversee staff duty assignments, such as before- and after-school posts and lunch room supervision.
Perform other duties as assigned by the Principal.

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

Bachelor's degree required, MBA or master's degree preferred.
Demonstrated ability to develop, implement, and manage business systems and processes to support a multi-million dollar organization, ideally in a senior leadership role for at least three years.
Excellent organizational, project management and time management skills.
Exceptional ability to multitask.
Strong critical thinking and problem-solving skills.
Ability to plan strategically.
Exceptional verbal and written communication skills, with ability to communicate well with diverse constituents and staff.
Excellent people manager.
Demonstrated resourcefulness in setting priorities and guiding decisions involving system structures.
Commitment to accountability and data-driven decision making.

new york city montessori charter school

Director of Finance Job Description

Title: Director of Finance
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM - 5:00PM
FLSA Status: Exempt
Reports to: Director of Operations/ Principal

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

The Director of Finance & Operations oversees non-academic functions including human resources and talent management, enrollment, information technology systems, accounts payable and receivable, vendor relations, contractor oversight, and facilities, custodial, security, and food service functions of the organization. The Director of Finance & Operations also identifies gaps and institutes process improvements to ensure efficient and effective systems across all areas of the organization

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

OPERATIONS -

Manage resource deployment, facilities planning, and long-range planning initiatives.
Oversee all functions related to the physical plant, school property, transportation fleet, and school equipment to ensure smooth daily operations.
Manage all facilities-related contractors and service providers.
Coordinate maintenance, repairs, and replacement of school property, equipment, and vehicles.
Ensure that facilities-related contracts and expenses adhere to relevant procurement requirements, in collaboration with the Compliance.
Oversee asset management, including inventories of fixed assets.
Coordinate with General Counsel to maintain facilities-related agreements, contracts, leases, and other legal documents.

Coordinate all student transportation, including for regular school days, afterschool programming, field trips, athletics and competitions, and special events.
Oversee van and shuttle drivers.
Manage custodial staff and all custodial contracts to ensure that school building is clean and well-maintained.
Manage food service staff and contracts.
Ensure that appropriate safety and security procedures are established and followed, in coordination with Compliance Director.
Coordinate with school leadership to manage reporting and remediation of all safety-related incidents.
Manage relevant safety files and documents.
Develop, edit, and enforce operations manuals and emergency plans.
Ensure that staff are properly trained to adhere to all relevant safety laws, regulations, mandates, and procedures.
In collaboration with the Compliance Director, ensure adherence to safety-related laws and requirements, such as emergency planning and safety and security drills.
Oversee information technology (IT) staff and contractors.
Ensure the ongoing maintenance and updating of information systems and infrastructure, including hardware, software and applications.
Manage all contracts with external IT vendors.
Oversee Food Service Coordinator and daily student food service.
Oversee security staff and contractors.
Coordinate use of building and facilities by external individuals and organizations.

FINANCES -

Ensure school compliance with authorizer and agency fiscal compliance policies.
Review monthly financials before submission to Public Charter School Board (PCSB).
Oversee annual financial audit and single file audit (A-133).
Manage accounts payable and accounts receivable.
Provide financial process support to Program Coordinator and other staff planning events.
Work with external accountant to provide reports for the Executive Director, School Leadership Team, and Board of Trustees.
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In coordination with Compliance Director, ensure that finances adhere to authorizer, agency, and funder requirements.
Develop, edit, and enforce fiscal policy manual.
Ensure all staff comply with fiscal policies.
Maintain financial and organizational records.
Work with Development Committee of Board of Trustees as requested by Executive Director.
Work with Executive Director and external accountant to develop and review annual budgets.
In collaboration with Executive Director, develop department budgets.
Provide regular updates to directors on department budgets.
Assist the Compliance Director with grant compliance in areas such as time and effort tracking.

ENROLLMENT -

Manage all aspects of enrollment process, including enrollment, residency verification, and enrollment audit, with assistance of Compliance Director, Registrar, and others as needed.

HUMAN RESOURCES -

Coordinate with external human resources team to ensure effective human resources support.
Develop, edit, and enforce employee handbook and other employment policies.
Maintain employment records.
Work with external human resources team to ensure Kingsman Academy maintains compliance with relevant employment laws, regulations, and policies.
With assistance from external human resources team, coordinate onboarding and offboarding resources.
Serve as an in-house resource for staff with human resource questions.
Process biweekly payroll.
Work with Executive Director and Deputy Director to coordinate staff evaluations.

MISCELLANEOUS -

Attend key meetings at PCSB, the Office of the State Superintendent of Education (OSSE), and other organizations as necessary and related to operations, finances, enrollment, and human resources.
Attend Board of Trustees meetings as requested by Executive Director.
Coordinate and oversee staff duty assignments, such as before- and after-school posts and lunch room supervision.
Perform other duties as assigned by the Principal.

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

Bachelor's degree required, MBA or master's degree preferred.
Demonstrated ability to develop, implement, and manage business systems and processes to support a multi-million dollar organization, ideally in a senior leadership role for at least three years.
Excellent organizational, project management and time management skills.
Exceptional ability to multitask.
Strong critical thinking and problem-solving skills.
Ability to plan strategically.
Exceptional verbal and written communication skills, with ability to communicate well with diverse constituents and staff.
Excellent people manager.
Demonstrated resourcefulness in setting priorities and guiding decisions involving system structures.
Commitment to accountability and data-driven decision making.

- Assume personal responsibility for the academic progress of all students
- Implement a coherent, research-based curriculum in consultation with Administration
- Teach students with Individual Education Plans (IEPs) in an inclusion setting and implement IEPs as necessary
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Document all lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Use technology tools for instruction, planning, and communication and ensure student engagement

Student Assessment -

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Submit all test data to the Principal in a timely manner
- Complete all reports in a timely manner
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Develop and use a variety of assessment data to refine curricula and instructional practice

Learning Environment -

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Implement classroom procedures, systems and routines that provide structure for students
- Ensure smooth operation of all classroom instructional functions without exceptions

Student Support & School Culture -

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal

- Work closely with all members of school community, model citizenship, collaboration and support of one another

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- NY State Certification required
- Minimum 2 years certified teaching experience
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Passionately dedicated to school's mission with a steadfast belief that all students will receive a rigorous education
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk student population in some capacity preferred
- Working knowledge and comfort level with instructional technology

new york city
montessori
charter school

Gym Teacher Job Description

Title: Gym Teacher
Department/Group: Curriculum and Instruction
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS Gym Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The teacher will assume professional responsibility for providing learning experiences in comprehensive physical education and supervision of students in a supportive and positive climate that develops in each student the skills, attitudes, and knowledge using approved curricula, materials, and directives of the school. Achieving excellence requires that the Gym Teacher work collaboratively with other members of the school staff and with parents.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Fitness Instruction & Integration -

- Consistently ensure excellence in fitness instruction
- Effectively research and design engaging and rigorous curricula for fitness for all students
- Appropriately align learning activities and student tasks with students' cognitive, emotional and physical development
- Provide opportunities for students to demonstrate their success in fitness to peers and family members

- Integrate literacy (e.g., labeling, responding to fitness in writing) and math (e.g., counting, patterns) into fitness instruction

Student Assessment –

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice

Learning Environment –

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Ensure the safety of students in physical education activities by providing a comprehensive program in safety instruction, injury prevention and management, and physical conditioning prior to activity. Inspect facilities, grounds, and equipment regularly, and report immediately any irregularities. Provide appropriate supervision to prevent injury.
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed

Student & Extracurricular Activities –

- Organize and supervise approved field trips to enhance classroom learning.
- Provide opportunities and supervise activities in order for students to demonstrate individually or groups the skills and talents developed
- Participate in school physical education and health education activities, including special and after school programs

Student Support & School Culture –

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Work closely with all members of school community modeling citizenship, collaboration and support of one another

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- NY State Physical Education Teacher Certification required
- Hold and maintain CPR certification and first aid certification
- Minimum of 2-3 years certified Physical Education teaching experience
- Ability to lift and carry 15 pounds
- Ability to instruct and demonstrate physical fitness techniques while standing for prolonged periods of time

- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Working knowledge and comfort level with instructional technology

new york city montessori charter school

Instructional Coach Job Description

Title: Instructional Coach
Department/Group: Leadership
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 7:30AM -5:00PM
FLSA Status: Exempt
Reports to: AP of Curriculum and Instruction

ABOUT NYCMCS:

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JOB SUMMARY:

NYCMCS Instructional Coach understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Instructional Coach will support the instructional staff in building their teaching skills, applying new knowledge, and provide ongoing professional development in accordance with the schools' mission and values.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Instructional Planning & Development -

- Provide professional development to teachers to improve instruction
- Ensure that professional development is job embedded
- Ensure teachers implement provided professional development
- Provide specific feedback to teachers on instruction
- Ensure teachers are curriculum mapping and designing effective lesson plans that are aligned to standards
- Lead school in instructional decision making using formative and summative data
- Maintain curriculum knowledge and train school staff as revisions are made to align to Common Core standards
- Complete classroom walkthroughs to evaluate teachers use of:
    - student engagement strategies
    - effective teaching practices

- standards/objectives to guide instruction
- differentiated instruction based on data
- best practices associated with modeling, higher-level questioning, blended learning, and cooperative learning strategies
- varied assessments to monitor student learning
- formative assessment data to guide instruction and group students
- Common Core standards

- Conduct discussions with teachers related to observations made on walkthroughs
- Increase effectiveness of after school tutoring program
- Work to increase student achievement and attendance
- Communicate with and involve parents in school matters and events
- Communicate all pertinent information with the Executive Director and School Principal(s)

Instructional Delivery –

- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through the arts
- Promote students self-expression and exploration while deepening their knowledge and understanding of art, design and art history
- Incorporate instruction in ways that are engaging and meaningful to students and objectives

Student Support & School Culture –

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Create, and manage a responsive learning environment that enables teacher to be creative and to develop to their full potential
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal
- Work closely with all members of school community, model citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration
- LIST, etc.

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

- Master's Degree required
- New York State Teacher Certification required
- Minimum of 5 years of teaching experience required
- Experience providing professional development to teachers
- Experience in curriculum development and teacher evaluation
- Experience in researched-based instructional practices
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills

- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will teachers knowledge and promote performance of superior work products
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience developing and executing planned lessons to meet the differential needs of each child

new york city
montessori
charter school

Mental Health Counselor Job Description

Title: Mental Health Counselor
Department/Group: School Culture
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

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JOB SUMMARY:

NYMCS seeks a Mental Health Counselor who understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Counselor will be responsible for working with students, families, and teachers to solve problems relating to student achievement and health.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Aids students with behavioral, mental, emotional, and/or physical problems: counsels students whose behavior, school progress, or mental or physical handicap or condition indicates need for assistance; arranges for medical, psychiatric, and other tests and examinations that may disclose causes of difficulties and indicate remedial measures; attempts to alter attitudes and behavior of parents and teachers that cause or aggravate problems
- Manages crisis situations as they arise; can expect to be on call for such crises
- Provides individual and group counseling to students and their families on a short-term basis
- Serves as a professional resource for school staff in areas of supporting families and students in crisis
- Makes home visits; should feel comfortable working with people from all ethnic and economic backgrounds
- Trains staff and parents; works with students on school and behavioral support program

- Maintains clinical records on case-management services, which includes documenting home visits, counseling sessions, and other services
- Provides feedback to teachers and administrators on how to best support caseload and non-caseload students; consults with parents, teachers, and other school personnel to determine causes of problems and effect solutions
- Designs and implements a curriculum that allows parents to talk with a counselor and with each other about how to best support their child's (children's') academic and social development
- Consults with school personnel regarding students or situations that are not referred for direct service
- Designs curriculum and facilitates topic-specific groups, workshops, and drop-in discussion groups to address common social, emotional, and/or behavioral issues
- Assesses high-risk situations; makes immediate recommendations and referrals in efforts to ensure child safety and reduce or eliminate risk factors
- Works with students and their families to develop strategies, including providing referrals to outside agencies, for addressing the safety, emotional, and basic needs of the students and their families
- Serves as a liaison and advocate among student, home, school, and community resources, such as family-service agencies, mental-health clinics, courts, protective services, doctors, and clergy members

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's degree preferred
- Minimum of two years of counseling experience in an educational setting
- NY State school counseling certification required
- Required to work late nights, as needed, to support crises and/or to accommodate parent/guardian's schedule
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Strong organizational skills and the ability to multi-task
- Strong verbal and written communication skills
- Ability to work effectively in a small school setting
- Exemplary record of attendance and punctuality
- Willingness to learn new skills and participate in professional development activities
- Proven ability to work collaboratively and flexibly with a diverse group of people
- Develop and maintain positive communications and working relationships with students, parents, and co-workers by being collaborative and maintaining a pleasant and professional attitude
- Openness to feedback and willingness to take responsibility

new york city
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Music Teacher Job Description

Title: Music Teacher
Department/Group: Curriculum and Instruction
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYCMCS Music Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Music Teacher will demonstrate the qualities expected of all academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Instructional Planning & Delivery -

- Understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition
- Possess ability to play the recorder and piano/keyboard
- Understand processes and history of traditional instruments across a wide range of cultures
- Develop cross-curricular units and intensives with teachers and integrate music into the general curriculum
- Use technology and multimedia tools to enhance and enrich the curriculum
- Communicate knowledge of music history (American, European, and non-Western)
- Emphasize a process-based approach to music instruction
- Use technology tools for instruction, planning, and communication

- Eagerly learn new uses and applications of technology tools
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- Develop and use rubrics for instruction as well as assessment
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

Student Assessment –

- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Completes all reports in a timely manner

Learning Environment –

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Ensure smooth operation of all classroom instructional functions without exceptions

Student & Extracurricular Activities –

- Plan and organize school and community music events, such as concerts
- Create a sense of community and belonging for the students in their school
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

Student Support & School Culture –

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Work closely with all members of school community modeling citizenship, collaboration and support of one another

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- New York State Music Teacher Certification
- Minimum of 2 years of teaching experience required
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Experience working with at-risk student urban population in some capacity preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child

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Operations Associate Job Description

Title: Operations Associate
Department/Group: Administration
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 9:30AM - 5:30PM
FLSA Status: Non-Exempt
Reports to: AP of Operations

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

The Operations Associate will be responsible for overseeing smooth and efficient operations in the school's administrative office. Responsibilities include basic administrative duties, management of student and school records, data entry, preparation of written communications, management of inquiries and phone calls, and coordination of programs and visitors. The Operations Associate will serve as the primary point of contact for staff, parents, students, and visitors – and thus it is critical that he/she upholds the school's mission, vision, and values at all times.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Assist with the student enrollment process, including the collection of family paperwork and completion of home visits
- Prepare and manage class rosters and supply order for office and classrooms
- Prepare and maintain student files, which includes collecting student documents and conducting family follow up
- Coordinate scheduling and materials for school volunteers and visitors
- Establish food service system for summer school session
- Participate in, and assist coordination of, professional development for staff
- Maintain organized administrative office, staff work room, and supply room
- Provide administrative support, including filing, copying, faxing, typing, booking travel, coordinating meetings, ordering supplies and maintaining the school calendar

- Print and distribute school communications (e.g. progress reports, meal program forms, memos)
- Respond to phone calls, faxes, and emails to school; take and deliver messages
- Assist with student needs and administer phone calls as necessary (e.g. daily absentee follow up, behavioral or academic issues, health concerns)
- Greet, monitor, and assist all visitors (e.g. families, faculty, community members, etc.) professionally and respectfully; promptly handle any conflicts/inquiries and direct to the appropriate person
- Maintain accurate, complete, and confidential student and school files; ensure that collection, handling and storing of paperwork is compliant with local and state policies
- Maintain student records in online systems and perform data entry (ex: disciplinary marks, attendance, food services)
- Assist in collection of materials from teachers (e.g. lesson plans, test scores, Student of the Week nominations)
- Take leadership in designing and completing school-wide projects in accordance with Brilla College Prep's goals and strategic plans
- Meet weekly with the Head of School to review ongoing projects and family communications
- Develop trusting and positive relationships with families and keep school leader informed of any changes in a student's home dynamics or circumstances
- Act as liaison between families and uniform vendor to facilitate purchasing
- Perform other job-related duties as assigned, including supporting the nurse and/or providing backup coverage in classrooms as necessary
- Coordinate home visit scheduling, communications/reminders, and folder materials
- Manage logistics of family orientations; lead school tours and information sessions for prospective and newly enrolled families and students
- Maintain communications with prospective parents (e.g. respond to inquiries, inform them of waitlist/enrollment status, lottery dates, enrollment policies and procedures, etc.)
- Coordinate and oversee new student testing (upper grades) and mid-year enrollment process, including maintenance of waitlist and new student data entry (eventually imported into Power School)
- Collect information and documentation for new students (e.g. immunization records, demographic information, etc.)

ON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

Bachelor's degree preferred
Minimum of 3 years work experience in an office setting; education administration experience preferred
Possess zest, grit, hope, love, social intelligence, gratitude, and a sense of humor
Computer proficiency; comfortable using email services, Microsoft Word and Excel
Excellent organizational, interpersonal, and communication skills
Ability to learn quickly and thrive in a fast paced environment
Strong analytical and problem-solving skills; ability to think and act strategically
Passion for contributing to a team-oriented, mission-driven school culture
Entrepreneurial spirit and strong desire to be part of a founding team changing the educational discourse

New York City Montessori Charter School
423 East 138th Street
Bronx, New York 10454

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School Aide (10-Month) Job Description

Title: School Aide: 10-Month
Department/Group: Operations
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Non-Exempt
Reports to: Assistant Principal of Operations

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYMCS seeks a School Aide who understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The School Aide's function is to serve students by performing non-professional duties required for the efficient operation of the school. This role is a 10-Month position.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Assist with supervising the lunchroom under the direction of certified staff members
- Assist with supervising the gym/classroom during the lunch hour under the direction of certified staff members
- Assist with the preparation of bulletin boards and/or project materials
- Assist with supervising student arrival/dismissal and hallway duty under the direction of certified staff members
- Distribute textbooks and supplies
- Sort, distribute, and send mail
- Duplicate, coordinate and distribute notices and curriculum materials as directed
- Maintain an inventory of receipt of books and supplies
- Escort students to/from the school bus, nurse's office, etc.
- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Foster an attitude of cooperation and positive support with all school staff and parents

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- High School Diploma required, Associates Degree preferred
- Minimum of two years' experience in a school setting preferred
- Some experience using basic office equipment (printer, scanner, fax, telephones) and software such as Microsoft Office Suite (Word, Explorer, Excel, and PowerPoint)
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Strong organizational skills and the ability to multi-task
- Strong verbal and written communication skills
- Ability to perform general administrative tasks
- Ability to work effectively in a small school setting
- Exemplary record of attendance and punctuality
- Willingness to learn new skills and participate in professional development activities
- Proven ability to work collaboratively and flexibly with a diverse group of people
- Develop and maintain positive communications and working relationships with students, parents, and co-workers by being collaborative and maintaining a pleasant and professional attitude
- Openness to feedback and willingness to take responsibility
- Working knowledge of the charter school movement and culture desired

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School Aide (12-Month) Job Description

Title: School Aide: 12-Month
Department/Group: School Culture
Location: 423 East 138th Street, Bronx, New York 10454
Status: CHOOSE ONE: Full-time
Work Schedule: 12 months out of the year, Monday – Friday, 09:00AM - 05:00PM
FLSA Status: Non-Exempt
Reports to: AP/Director of School Culture

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

NYMCS seeks a School Aide who understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The School Aide's function is to serve students by performing non-professional duties required for the efficient operation of the school. This role is a 12-Month position.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Assist with supervising the lunchroom under the direction of certified staff members
- Assist with supervising the gym/classroom during the lunch hour under the direction of certified staff members
- Assist with the preparation of bulletin boards and/or project materials
- Assist with supervising student arrival/dismissal and hallway duty under the direction of certified staff members
- Distribute textbooks and supplies
- Sort, distribute, and send mail
- Duplicate, coordinate and distribute notices and curriculum materials as directed
- Maintain an inventory of receipt of books and supplies
- Escort students to/from the school bus, nurse's office, etc.
- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Foster an attitude of cooperation and positive support with all school staff and parents

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES (OPTIONAL):

Other tasks as assigned

QUALIFICATIONS:

High School Diploma required, Associates Degree preferred
Minimum of two years' experience in a school setting preferred
Some experience using basic office equipment (printer, scanner, fax, telephones) and software such as Microsoft Office Suite (Word, Explorer, Excel, and PowerPoint)
Ability to lift and carry 15 pounds
Ability to sit at a desk and perform work on a computer for prolonged periods of time
Strong organizational skills and the ability to multi-task
Strong verbal and written communication skills
Ability to perform general administrative tasks
Ability to work effectively in a small school setting
Exemplary record of attendance and punctuality
Willingness to learn new skills and participate in professional development activities
Proven ability to work collaboratively and flexibly with a diverse group of people
Develop and maintain positive communications and working relationships with students, parents, and co-workers by being collaborative and maintaining a pleasant and professional attitude
Openness to feedback and willingness to take responsibility
Working knowledge of the charter school movement and culture desired

new york city montessori charter school

School Culture Coordinator Job Description

Title: School Culture Coordinator
Department/Group: School Culture
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 9:00AM - 5:00PM
FLSA Status: Non-Exempt
Reports to: Assistant Principal of School Culture

ABOUT NYCMCS:

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JOB SUMMARY:

NYCMCS seeks a School Culture Coordinator who will play a critical role within schools, spearheading the implementation, oversight and assessment of a holistic culture transformation. The Coordinator will work in close collaboration with key school and community stakeholders to integrate new culture programs, trainings and resources that focus on leadership and staff development, an enhanced discipline and behavior framework, student socio-emotional support, conflict resolution, and attendance improvement. Pivotal to the success of these initiatives will be a rigid performance management structure to assess the impact of the various programs against set goals.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

LEADERSHIP -

- Work closely with Principal and others to create, oversee, and assess programs dedicated to creating a safe, positive, and calm school environment
- Develop strong relationships with administration, teachers, staff and community to generate a collective and comprehensive commitment to the Culture of Calm initiative

BEHAVIOR & DISCIPLINE -

- Develop and manage a clear and consistent behavior and discipline framework, establish a clearly defined role for every adult in the school, and ensure faithful compliance and enforcement among all staff
- Drive conversations with staff and administration aimed at achieving grassroots support and individual ownership

- Generate consensus about core culture values, rules, and consequences and publicize them throughout the school (Non-Negotiables)
- Establish and lead a culture committee comprised of teachers, administrators, and students with the goal of promoting Culture of Calm at the grassroots level
- Ensure every student feels a strong sense of connectedness to, and advocacy, from adults in the school building
- Establish school-wide ownership of each student having a "go to" adult in the building
- Align behavior and discipline programs with the school's culture values and ensure they have a restorative approach. Elements to address include, but will not be limited to: school discipline, attendance, and incentive based systems

PROFESSIONAL DEVELOPMENT -

- Oversee internal and third-party professional development training, tying specific needs to specific staff areas (teachers, security staff, administrators, etc). Components of this include, but are not limited to: supporting guest facilitators through coordinating work space, basic supplies, and general hospitality
- 1) Classroom management; 2) De-escalation training; 3)Conflict resolution; 4)Socio-emotional training
- Ensure all staff slated for professional development activities successfully take part in their sessions

CULTURE OF CALM PROGRAMMING -

- Integrate new programs and resources, and reinvigorate existing ones, that support positive school culture. 1) Anger Management; 2) Conflict Resolution; 3) Advisory / Check In/Check Out; 4) School Connectedness; 5) Positive Décor; 6) Public Speakers; 7) Peer Juries and Advisors
- Ensure program objectives are closely aligned with specific results and that metrics are established to track them
- Drive communication and publicity efforts within the school
- 1) Culture Initiative kick-off and follow-up assemblies; 2) Positive hallway messaging and goals; 3) Parent and community updates

PROGRAM & PERFORMANCE MANAGEMENT -

- Develop and maintain systems and processes that ensure performance data is accurately, consistently and comprehensively reported and tracked, with a particular focus on at-risk students
- Use data to drive intervention services within the building and to better serve students
- Perform data collection and entry as necessary
- Participate in regular status and progress updates and report on performance statistics surrounding attendance, discipline, and classroom supports

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES :

- Other tasks as assigned

QUALIFICATIONS:

- Associates Degree required
- BA and/or NY State Teaching Certification preferred
- 3-5 years project lead management experience managing complex, large-scale projects from start to finish
- 3-5 years in a leadership role improving conditions in low-income schools, neighborhoods or communities, a plus
- Ability to lift and carry 15 pounds

- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Self-starter, who is data driven, analytical and highly organized
- Experience analyzing data and using it to implement, manage or evaluate programs
- Has leadership experience supervising, managing and training others. Will need to be able to train staff and students in behavior modification and work with community partners
- Excellent communication skills. Must be able to communicate effectively with diverse constituencies
- Team player. Must be able to work collaboratively

new york city montessori charter school

SETTS Coordinator Job Description

Title: SETTS Coordinator
Department/Group: Student Support Services
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Student Services

ABOUT NYCMCS:

The New York City Montessori Charter School (NYCMCS) was chartered in December of 2010 and opened in September 2011. It is the first and only Montessori charter school in New York State and the only Montessori public school in New York City. Our mission is to empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers in the 21st Century. The school's curriculum is based on an alignment of the Montessori approach with the Common Core Standards. Its educational program is based on the belief that children learn best within an environment that supports and respects each individual's unique development.

JOB SUMMARY:

The Coordinator ensures that all special education students, across the school, produce breakthrough academic results. The Coordinator holds primary responsibility for the development, implementation, and assessment of all specialized services including special education, academic interventions, Section 504 plans and other related services for the entire school. The Coordinator ensures that the IEP needs of all special education students are met with robust and rigorous strategies.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Overview -

- Design and coordinate world class special education and intervention programs
- Develop progress monitoring systems for interventions and special education programs
- Develop procedures, forms, and templates for the provision of all special education services
- Provide ongoing professional training and coaching to special education teachers and school administrators
- Recruit and select special service providers for school psychology, speech and language therapy, and other services

- Ensure that student records and documentation for special education issues are accurate, timely, and meaningful

Program Development & General Management -

- Develop, implement, manage, and evaluate the special education department services and programs
- Present weekly program and service updates, including information pertaining to regulations, observations, meetings, and development of individual/department goals
- Facilitate department meetings
- Develop understanding of the needs of every student with an IEP and provide strategies to staff to support those students
- Attend all identification and IEP meetings to provide information on strategies, services, and answer parent concerns about programming
- Participate in all disciplinary communication regarding students with special needs
- Complete functional behavior assessments in conjunction with the school counselor
- Support the procurement of special education grants and perform other job-related duties as assigned

Coordinate Interagency & Interdepartmental Services -

- Collaborate with teachers and SETTS staff to create Individualized Education Plans and review individual students' needs each week
- Coordinate scheduling for related service providers
- Coordinate testing schedules to accommodate students with special needs
- Schedule and facilitate meetings (e.g. pre-evaluation, evaluation determination, eligibility and IEP meetings)
- Seek to include all applicable IEP team members when scheduling meetings and provide all members with an advanced notice of meeting at least 10 days prior to meeting; potential attendees may include parents, general education teachers, special education teachers, related service providers, etc.
- Conduct evaluation follow-up (e.g. send memos home, contact evaluator, ensure compliance, provide copy of evaluations to parents)
- Serve as representative in special education mediation and due process hearings

Compliance and Recordkeeping -

- Ensure special education program compliance with all applicable district, state, and federal regulations and standards (e.g. procedures and systems for IEP collection and storage security, student referrals and evaluations, reviews, staff notifications and family communications, service scheduling, and recordkeeping)
- Monitor LS completion of required sections of the IEP
- Properly gather, store, maintain, and update necessary documents in secure, specified location
- Review and update all progress reports and store copies in IEP folders; report progress to parents using specialists' reports (speech/OT/PT)
- Collect IEPs and most recent reports for newly enrolled students with special needs for all grades
- Send IEP folder to receiving school if student transfers out of the system
- Provide the Finance & Operations team with accurate, up-to-date SETTS student population breakdowns for submission to the State ahead of each of our six per-pupil funding cycles.

Professional Development -

- Train, observe, and provide feedback to special education specialists and paraprofessionals (weekly), general education staff (monthly), parents, and administrators on the implementation and development of IEPs to enhance instructional capacity
- Guide special education teachers in their own professional development
- Ensure all new special education staff have training in writing IEPs and using the IEP management system
- Engage in ongoing professional development

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required, Master's Degree preferred
- NY State Certification required
- Minimum 2 years certified teaching experience
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Passionately dedicated to school's mission with a steadfast belief that all students will receive a rigorous education
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk student population in some capacity preferred
- Working knowledge and comfort level with instructional technology

new york city montessori charter school

Teacher Assistant Job Description

Title: Teacher Assistant
Department/Group: Curriculum and Instruction
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: TA's holding an active Teacher certification is Exempt, if not, Non-Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

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JOB SUMMARY:

NYCMCS Teacher Assistant understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Assistant is responsible for supporting a classroom/instructional program that serves the individual needs of all children in accordance with the school's mission and values.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Classroom Management–

- Assist in instructing and supervising children in classroom activities.
- Continuously monitor children to ensure safety at all times, and report child abuse and neglect when necessary.
- Participate in learning teams within the school community that maximize cohesion, collaboration and alignment with school initiatives
- Help to maintain a clean and organized learning environment
- Maintain a quality room arrangement in compliance with curriculum standards

Curriculum Preparation –

- Assist the classroom teacher in incorporating required activities into lesson plans that support children's development
- Design and complete documentation panels for the classrooms and hallways
- Maintain up to date and accurate education folders to include complete incident reports and permission slips
- Maintain accurate and up to date portfolios

Student Support & School Culture –

- Maintain open communication with parents by scheduling parent/teacher conferences
- As a parent advocate, along with assistance from the School Counselor resolve issues or concerns that are raised
- Inform parents about daily classroom routine and expectations

General Duties –

- Responsible for the safety and welfare of all students during admission, dismissal, lunch and physical education
- Interact with students, parents and colleagues in a professional, positive and inspiring manner
- Maintain classroom supply lists and inventory

NON-ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

- Other tasks as assigned

QUALIFICATIONS:

- Bachelor's Degree required
- New York Teaching Assistant Certification required
- 1-2 years student teaching experience in an urban school setting preferred
- Some experience using basic office equipment (printer, scanner, fax, telephones) and software such as Microsoft Office Suite (Word, Explorer, Excel, and PowerPoint)
- Ability to lift and carry 15 pounds
- Ability to sit at a desk and perform work on a computer for prolonged periods of time
- Strong organizational skills and the ability to multi-task
- Strong verbal and written communication skills
- Ability to perform general administrative tasks
- Ability to work effectively in a small school setting
- Exemplary record of attendance and punctuality
- Willingness to learn new skills and participate in professional development activities
- Proven ability to work collaboratively and flexibly with a diverse group of people
- Develop and maintain positive communications and working relationships with students, parents, and co-workers by being collaborative and maintaining a pleasant and professional attitude
- Openness to feedback and willingness to take responsibility
- Working knowledge of the charter school movement and culture desired

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Teacher Job Description

Title: Teacher
Department/Group: Curriculum and Instruction
Location: 423 East 138th Street, Bronx, New York 10454
Status: Full-time
Work Schedule: 10 months out of the year, Monday – Friday, 7:30AM - 3:15PM
FLSA Status: Exempt
Reports to: Assistant Principal of Curriculum and Instruction

ABOUT NYCMCS:

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JOB SUMMARY:

NYCMCS Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. As a Teacher, you are expected to plan and facilitate maximum student learning by leading and instructing each student to meet and establish outcomes based on students' capacity to master appropriate curriculum. You would maintain accurate and complete records of students' progress and development preparing required reports on students and activities. Successful candidates will possess the ability to identify and differentiate instruction for the learning needs of students and provide enrichment and intervention as needed.

The Teacher will be responsible for educating and creating an environment with high standards in learning, creativity and personal growth in accordance with each student's ability. Our teachers are integral parts of their school and surrounding community, performing certain duties including, but not limited to, student support, counseling students with academic problems and supporting certain extracurricular activities such as social activities, sporting activities, clubs and student organizations, participating in department and school meetings, parent meetings.

ESSENTIAL JOB DUTIES & RESPONSIBILITIES:

Instructional Planning & Delivery -

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2016-2017- NYCMCS
Professional Development Calendar

SEPTEMBER 2016		
Date	PD Topic	Description
September 8	1. Post Mortem: Summer Orientation 2. Lesson Planning: A Deeper Dive	➢ Teacher Feedback will be elicited to help begin planning for upcoming PD. ➢ Teachers will also be given specific support around improving their lesson plans. ➢ Owners: Hayes, Smaw/Morris
September 15	1. Introduction to SESIS (1) 2. Instructional Team PD (1)	➢ Teachers will be given an overarching introduction to SESIS and how it works. ➢
September 22	1. Drafting IEP's and IEP Goals (1.25) Leads only 2. Interactive Modeling (1)	➢
September 29	1. Baseline Data Analysis (2) 2. Responding to Misbehavior in Specials (Specialists) (1hr)	
OCTOBER 2016		
Date	PD Topic	Description
October 6	1. Preparing for Formal Observations (2)	➢
October 20	1. Curriculum Night	➢
October 27	1. Little Bird Open Enrollment 2. Progress Reports (45min)	➢ Kim will revisit with teachers the use of the progress report and have them work to complete these and send them home within one week.

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Professional Development Calendar

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NOVEMBER 2016		
Date	PD Topic	Description
November 3	1. Responding to Misbehavior in the Classroom (1) 2. Response to Intervention (1.5)	➢ Monica will lead a PD on responding to misbehavior in the classroom and classroom management. ➢ Sabita will deliver a PD on RTI that will help teachers better understand their role in the RTI process.
November 8	1. Teaching Literacy at NYCMCS (2) 2. Sight Word Consumption (1) 3. Interactive Learning Structures and Energizers (45min) 4. Guided Reading (1)	This is a whole staff PD day from 9-3pm. ➢ Hayes will lead a 2hr literacy PD for teachers. ➢ Kim will give a PD on how we expect to see sight words in use in the classroom. ➢ Monica will teach a pd on engagement, energizers and interactive instruction. ➢ Geneine will lead a PD on Guided Reading Planning and execution with a model lesson.
November 10	Report Cards /Parent Teacher Conference Preparation (2.15)	➢ Kim and Geneine will prepare a PD on how to prepare the report cards and how to prepare to speak with parents about their child's performance.
November 17	1. Differentiation (1.15) 2. Focused Teaching Strategy: Guided Reading Planning (1)	➢ Sabita will lead a PD on differentiation and what that looks like at NYCMCS. ➢ Geneine will revisit the Guided Reading lesson and deliver goals for reading growth in all classrooms.
DECEMBER 2016		
Date	PD Topic	Description
December 1	1. No PD-Prepare for Conferences	
December 8	1. State of the Union (30min) 2. Teaching Comprehension Strategies (1.45)	➢ Hayes will present the plan moving into Trimester 2. ➢ Kim will deliver a PD on how to teach comprehension.

December 15	1. Benchmark 1 Data Analysis (2)	➢ Hayes will take the teachers through a protocol for analyzing data.
December 22	1. Unit Construction Feedback Protocol (2)	➢ Hayes will set the teams up to go through a protocol for shifting the way planners plan on each grade level.

JANUAURY 2017		
Date	PD Topic	Description
January 5	1. Lesson Planning Redux (1) 2. Montessori Materials (1.15)	➢ Kim and Geneine will revisit and clarify how planning should be done this year. ➢ Jess will present Montessori Materials.
January 12	1. Test Prep (1.15) 2. Montessori Materials (1)	➢ Kim will lead the teachers in an example of how we will handle test prep for the year. ➢ Jess will present Montessori Materials.
January 19	1. Vocabulary Development (1) 2. Montessori Materials (1)	➢ Kim will lead a PD on Vocabulary instruction. ➢ Jess will present Montessori Materials.
January 26	1. Writing Test Prep w/Rubrics (1.15) 2. Montessori Materials (1)	➢ Kim will lead a PD on writing test prep. ➢ Jess will present Montessori Materials.

FEBRUARY 2017		
Date	PD Topic	Description
February 2	1. Data Usage (1) 2. Montessori Materials (1)	➢ Hayes will lead a PD on using Data in the classroom. ➢ Jess will present Montessori Materials.
February 9	1. Resetting Classroom Culture (1) 2. Montessori Materials (1)	➢ Monica will lead a PD on how to reset classroom Culture after the holidays. ➢ Jess will present Montessori Materials.
February 16	1. RTI Tune Up (1)	➢ Sabita will revisit RTI and check in on progress with teachers.

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	2. Montessori Materials (1)	➢ Jess will present Montessori Materials.
MARCH 2017		
Date	PD Topic	Description
March 2	1. Preparing Report Cards Using PowerSchool (2)	➢ Kim will lead a PD on how to utilize PowerSchool to create the report cards.
March 9	1. State of the Union (2)	➢ Hayes will lead an afternoon on PD.
March 16	1. Prepare for Parent/Teacher Conferences	➢ Kim will work with teachers to prepare for PTC's.
March 23	1. Preparing for State Testing (2)	➢ Kim will lead a pd on test taking strategies and preparing our ph
March 30	1. Testing Check In (2)	➢
APRIL 2017		
Date	PD Topic	Description
April 6	1. Preparing for State Testing (2)	➢
April 20	1. Benchmark 2 Data Analysis- Preparing for next year (2)	➢
April 27	1. Progress Reports from PowerSchool (2)	➢

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MAY 2017		
Date	PD Topic	Description
May 4		➢
May 11		➢
May 18		➢
May 25		➢
JUNE 2017		
Date	PD Topic	Description
June 1	1. Preparing for Report Cards	
June 8	1. All Day PD	➢
June 15		➢
June 22	1. Move Up Ceremony (Teacher leave at 12:15)	➢

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NEW YORK CITY MONTESSORI CHARTER SCHOOL

Mr. Abeku Hayes

Evaluation by Staff

The following rubric is based on a synthesis of two NYSED approved Principal Evaluation Rubrics, the *Multidimensional Principal Performance Rubric, by Learner-Centered Initiatives, Ltd and Communities for Learning: Leading lasting change®, and the 2013 Marzano School Leader Evaluation Model, both available at http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/#APPR*

The New York City Montessori Charter School Board of Trustees is currently evaluating our head of school, Mr. Abeku Hayes, and would like to get your feedback on his performance. Please complete the following form and return it to Board President before (date).

For each question, please give Mr. Hayes a score of 1 – 5 where 5 means you strongly agree with the statement, 1 means you strongly disagree with the statement, and 3 means you are 50/50 on how true the statement feels. At the end is a comment section, you are invited to write longer responses about the character and capabilities of Mr. Hayes. Thank you for your honesty and commitment to the school.

☐ *Please include my name with my responses.*
☐ *Please do not include my name with my responses.*

CULTURE	
Mr. Hayes establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice.	
Mr. Hayes nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice.	
Mr. Hayes engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	
Mr. Hayes, guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	
INSTRUCTIONAL PROGRAM	
Mr. Hayes ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.	
Mr. Hayes ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.	
Mr. Hayes ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.	

Mr. Hayes continually examines and expands the options for individual students to make adequate progress.	
Mr. Hayes continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.	
Mr. Hayes facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.	
LEARNING ENVIRONMENT	
Mr. Hayes considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co- creates a process by which today's leaders identify, support and promote the leaders of tomorrow.	
Mr. Hayes establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	
PLANNING	
Mr. Hayes designs an action plan that clearly differentiates between short- and long-term goals and their associated steps and strategies shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning.	
Mr. Hayes seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan	
Mr. Hayes engages stakeholders in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision.	
LEADERSHIP	
Mr. Hayes is a strong mentor to the teaching staff, facilitating their professional growth.	
Mr. Hayes makes obvious efforts to grow the school by marketing, reaching out to feeder schools, giving great tours, answering questions, etc.	
Mr. Hayes makes obvious efforts to work with, educate and cultivate parents.	
Mr. Hayes is a warm, strong and supportive presence in the kids' lives.	
Mr. Hayes has strong organizational skills.	
Mr. Hayes is a strong problem solver.	
Mr. Hayes supports the teachers effectively when classroom/student/parent concerns arise.	

Mr. Hayes consistently demonstrates excellent follow-through.	
I feel like my ideas and/or concerns are given serious consideration by Mr. Hayes.	
Mr. Hayes has strong written and oral communication skills.	
Mr. Hayes shows initiative and demonstrates forward thinking.	
Mr. Hayes is a strong manager of the teachers and staff.	
Mr. Hayes effectively communicates policy/procedures, the strategic plan and the financial status of the school to the staff.	
Mr. Hayes effectively communicates pertinent issues or concerns regarding the Staff to the Board.	
Overall: Mr. Hayes is a strong leader of the school in general and effectively facilitates a strong sense of community among its students, parents, staff and board.	

NARRATIVE

This is an opportunity to provide additional information. It is suggested that you consider offering your thoughts on the following two prompts:

1. What are areas of improvement for [NAME OF HOS]?

2. How is [NAME OF HOS] doing? Feel free to elaborate on the above questions or to comment more generally on [NAME OF HOS] performance.

NYC Montessori Charter School

BUDGET VS. ACTUALS: FY2016-2017 BUDGET - FY17 P&L

July 2016 - June 2017

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
INCOME				
4100 State Grants				
4101 Per Pupil Allocations	2,605,749.00	4,123,938.00	-1,518,189.00	63.19 %
4101a Pre-K - Per Pupil Allocations		520,000.00	-520,000.00	
4102 Per Pupil Allocations for SPED	377,370.34	588,784.00	-211,413.66	64.09 %
4103 NYSTL		17,126.00	-17,126.00	
4104 NYSSL		4,404.00	-4,404.00	
4105 NYSLIB		1,838.00	-1,838.00	
4108 Rent Relief	152,192.67	258,097.00	-105,904.33	58.97 %
4110 Per Pupil - One Time Adjustment Allocation		126,420.00	-126,420.00	
Total 4100 State Grants	**3,135,312.01**	**5,640,607.00**	**-2,505,294.99**	**55.58 %**
4200 Federal Grants				
4201 IDEA for Sp. Ed.	42,994.00	40,000.00	2,994.00	107.49 %
4202 E-Rate for Tech/Comm		12,524.00	-12,524.00	
4203 Title I	74,444.00	205,316.00	-130,872.00	36.26 %
4204 Title IIA	2,416.00	6,631.00	-4,215.00	36.43 %
Total 4200 Federal Grants	**119,854.00**	**264,471.00**	**-144,617.00**	**45.32 %**
4300 Contributions				
4302 Unrestricted Contributions	96.64		96.64	
Total 4300 Contributions	**96.64**		**96.64**	
4400 Miscellaneous Income				
4403 Misc. Income		250.00	-250.00	
Total 4400 Miscellaneous Income		**250.00**	**-250.00**	
Total Income	**$3,255,262.65**	**$5,905,328.00**	**$ -2,650,065.35**	**55.12 %**
GROSS PROFIT	**$3,255,262.65**	**$5,905,328.00**	**$ -2,650,065.35**	**55.12 %**
EXPENSES				
5000 Compensation				
5100 Administrative				
5101 Principal	[redacted]	[redacted]	[redacted]	53.59 %
5101A Instructional Principal				
5102 AP of Operations				50.00 %
5103 Operations Associates				86.20 %
5105 Bus Matron				0.00 %
5109 Director of Finance				50.00 %
5111 Instructional Coach				42.63 %
5112 AP of School Culture				50.32 %
5113 AP of Instruction (DCI)				50.00 %
5114 AP of Special Education				49.62 %
5115 Director of Outreach				37.88 %
5116 School Aide				22.13 %
5117 Security				

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Total 5100 Administrative	**363,310.26**	**792,685.00**	**-429,374.74**	**45.83 %**
5200 Instructional Staff				
5203 Classroom Teachers	[redacted]	[redacted]	[redacted]	28.75 %
5204 Teaching Associates				35.48 %
5209 PhysEd Teacher				37.50 %
5210 Art Teacher				83.24 %
5214 Afterschool				
5215 Culture Coordinator				39.78 %
5216 French/Music Teacher				37.52 %
Total 5200 Instructional Staff	**627,511.94**	**1,865,130.00**	**-1,237,618.06**	**33.64 %**
5300 Special Education				
5303 Special Education/ELL Teacher	[redacted]	[redacted]	[redacted]	67.19 %
5305 Mental Health Counselor				37.88 %
Total 5300 Special Education	**221,288.47**	**356,271.00**	**-134,982.53**	**62.11 %**
5400 Incentive				
5401 Bonus	3,000.00	30,000.00	-27,000.00	10.00 %
Total 5400 Incentive	**3,000.00**	**30,000.00**	**-27,000.00**	**10.00 %**
Total 5000 Compensation	**1,215,110.67**	**3,044,086.00**	**-1,828,975.33**	**39.92 %**
5500 Benefits				
5502 Social Security - EmployER Expense	72,244.77	188,733.00	-116,488.23	38.28 %
5503 Social Security - EmployEE Clearing	0.00		0.00	
5504 Medicare - EmployEE Clearing	0.00		0.00	
5505 Medicare - EmployER Expense	16,895.98	44,139.00	-27,243.02	38.28 %
5506 Federal Income Tax - Clearing	0.00		0.00	
5507 State Income Tax Clearing	0.00		0.00	
5508 NYC Income Tax - Clearing	0.00		0.00	
5509 Metro NY-City Tax	1,648.90	15,220.00	-13,571.10	10.83 %
5510 NY State Unemployment Insurance	25,208.82		25,208.82	
5511 Worker's Compensation Expense	7,428.62		7,428.62	
5512 NY Disability	-580.33		-580.33	
5513 Medical Insurance	139,737.23	345,000.00	-205,262.77	40.50 %
5514 Dental Insurance	21.67		21.67	
5515 STD, LTD, Life Ins	2,079.35		2,079.35	
5516 Vision Insurance	2.36		2.36	
5518 Retirement 401(K)/403(B) Clearing	-193.33		-193.33	
5520 Retirement 401(K)/403(B) Fees	1,250.00		1,250.00	
5521 TransitChek Fees - Clearing	-4,752.35		-4,752.35	
5522 Wage Garnishment - Clearing	0.00		0.00	
Total 5500 Benefits	**260,991.69**	**593,092.00**	**-332,100.31**	**44.01 %**
6100 Administrative Expenses				
6101 Office Supplies - General	11,547.23	20,000.00	-8,452.77	57.74 %
6102 Office Furniture (Non Asset)	1,302.61	1,741.00	-438.39	74.82 %
6103 Office Equipment (Non Asset)	1,220.94		1,220.94	
6106 Postage and Delivery	1,105.42	2,035.00	-929.58	54.32 %
6107 Dues & Subscriptions	16,064.95	20,000.00	-3,935.05	80.32 %
6108 Team Building/Staff Lunch & App	7,527.39	7,500.00	27.39	100.37 %

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
6109 Staff Travel	276.01	381.00	-104.99	72.44 %
6110 Insurance - General	32,645.17	27,800.00	4,845.17	117.43 %
6111 School Events	3,450.08	2,955.00	495.08	116.75 %
Total 6100 Administrative Expenses	**75,139.80**	**82,412.00**	**-7,272.20**	**91.18 %**
6200 Professional Services				
6202 Audit Fees		23,500.00	-23,500.00	
6203 Payroll Services	43,395.39	70,000.00	-26,604.61	61.99 %
6204 Legal Services - Paid	269.50	20,000.00	-19,730.50	1.35 %
6207 Financial Management Services	28,355.00	46,350.00	-17,995.00	61.18 %
6208 Custodian Services	62,499.96	126,200.00	-63,700.04	49.52 %
6210 Substitute Teacher Services	1,155.00	10,000.00	-8,845.00	11.55 %
6213 Temporary Staffing Services	1,087.50		1,087.50	
6218 NYCSI Services	5,000.00	5,000.00	0.00	100.00 %
6222 Security Services	13,203.15		13,203.15	
Total 6200 Professional Services	**154,965.50**	**301,050.00**	**-146,084.50**	**51.48 %**
6300 Professional Development				
6310 Staff Development				
6313 Instructional Staff PD	53,500.50	75,000.00	-21,499.50	71.33 %
Total 6310 Staff Development	**53,500.50**	**75,000.00**	**-21,499.50**	**71.33 %**
6321 Board Expenses		2,500.00	-2,500.00	
Total 6300 Professional Development	**53,500.50**	**77,500.00**	**-23,999.50**	**69.03 %**
6400 Marketing and Staff/Student Rec				
6402 Staff Recruiting	1,168.31	2,500.00	-1,331.69	46.73 %
6405 Advertising		500.00	-500.00	
Total 6400 Marketing and Staff/Student Rec	**1,168.31**	**3,000.00**	**-1,831.69**	**38.94 %**
7100 Curriculum & Classroom Expenses				
7102 Classroom Supplies & Materials - General	12,149.03	40,000.00	-27,850.97	30.37 %
7104 Curriculum Textbooks & Other Curricula	8,435.90	10,000.00	-1,564.10	84.36 %
7107 Educational Materials - Special Education		2,060.00	-2,060.00	
7108 NYSTL Expense		17,126.00	-17,126.00	
7109 NYSSL Expense		4,404.00	-4,404.00	
7110 NYSLIB Expense		1,838.00	-1,838.00	
7111 Library Books	295.63	6,180.00	-5,884.37	4.78 %
7112 Standardized Test Materials/Assessment Expense	-522.00	8,000.00	-8,522.00	-6.53 %
7113 Art/Music Supplies	2,922.57	6,000.00	-3,077.43	48.71 %
7115 Sport Equipment	532.21	1,500.00	-967.79	35.48 %
7116 Student Field Trips	191.00	8,425.00	-8,234.00	2.27 %
7117 Food Service/School Meals	2,234.75	20,000.00	-17,765.25	11.17 %
7121 Science Supplies		5,000.00	-5,000.00	
Total 7100 Curriculum & Classroom Expenses	**26,239.09**	**130,533.00**	**-104,293.91**	**20.10 %**
8100 Facility				
8101 Rent	795,081.00	1,363,000.00	-567,919.00	58.33 %
8101a Deferred Rent		-64,005.00	64,005.00	

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
8101b Property Taxes	60,715.91		60,715.91	
8102 Utilities	37,330.90	96,088.00	-58,757.10	38.85 %
8104 Repairs and Maintenance	14,690.58	25,000.00	-10,309.42	58.76 %
8105 Miscellaneous Repairs	397.64	2,100.00	-1,702.36	18.94 %
8106 Extermination Contract	360.00		360.00	
Total 8100 Facility	**908,576.03**	**1,422,183.00**	**-513,606.97**	**63.89 %**
8200 Technology/Communication Expense				
8201 Phone and Internet	917.42	3,708.00	-2,790.58	24.74 %
8202 Mobile Phone Expense	1,344.65	5,165.00	-3,820.35	26.03 %
8204 Network Maintenance/Tech Support Services	8,180.00	12,000.00	-3,820.00	68.17 %
8205 Database Development Services (SIS)	6,340.00	8,305.00	-1,965.00	76.34 %
8206 Website Consultants/Expenses	178.76	1,545.00	-1,366.24	11.57 %
8207 Technology Supplies	152.00	4,135.00	-3,983.00	3.68 %
Total 8200 Technology/Communication Expense	**17,112.83**	**34,858.00**	**-17,745.17**	**49.09 %**
8800 Miscellaneous Expenses				
8801 Bank Service Charges		467.00	-467.00	
8802 Cash Flow Loan Interest/Fees		2,819.00	-2,819.00	
8804 Expense Suspense Account	333.29	728.00	-394.71	45.78 %
8807 Sales Tax to be refunded	227.05		227.05	
8808 Principal Discretionary	2,358.05	10,000.00	-7,641.95	23.58 %
Total 8800 Miscellaneous Expenses	**2,918.39**	**14,014.00**	**-11,095.61**	**20.82 %**
8900 Depreciation Expenses		127,128.00	-127,128.00	
Total Expenses	**$2,715,722.81**	**$5,829,856.00**	**$ -3,114,133.19**	**46.58 %**
NET OPERATING INCOME	**$539,539.84**	**$75,472.00**	**$464,067.84**	**714.89 %**
NET INCOME	**$539,539.84**	**$75,472.00**	**$464,067.84**	**714.89 %**

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
FINANCIAL SUMMARY
As of November 30, 2016

LIQUIDITY

Cash in Operating Accounts	$ 395,489	*Balances confirmed and reconciled*	
Cash in Escrow Account	$ 75,000	*Restricted*	
Total Cash Available	**$ 470,489**		
Cash Balance @ 6/30/16	$ 111,795	*Prior Year ending balance (excludes restricted cash)*	
Projected Cash Balance @ 6/30/17	$ 121,521	*Projected Year End cash balance (excludes restricted cash)*	
Projected days cash on hand	24	*days the school can meet operating expenses without any additional revenue*	

BALANCE SHEET

Total Current Assets:	$ 633,666		
Cash, cash equivalents, & accounts receivable:	$ 414,759		
Total Current Liabilities:	$ 487,461		
Current Ratio:	1.30	*portion of school's current assets to cover s/t debts*	
Quick Ratio	0.85	*the school does not have enough readily liquid cash to meet all short term debts*	
Total Assets:	**$ 1,179,027**		
1000 Cash		$ 470,489	
1100 Accounts Receivable		$ 19,270	
1200 Prepaids/Other Current Assets		$ 143,907	Rent/ Gen Ins. / Benefits
1500 Fixed Assets		$ 315,645	
1700 Security Deposits		$ 229,716	Lease & ConEd
		-	
Total Liabilities:	**$ 1,303,962**		
2000 Accounts Payable		$ 112,483	
2100 Accruals		$ 14,500	PY Audit Fees
2300 Unearned Revenue		$ 360,478	Per pupil for Dec 2016
2600 Deferred Rent		$ 816,501	
		-	
Debt to Asset Ratio	1.11	*portion of school's assets financed by debt*	
Total Net Assets:	**$ (124,934)**		
Leasehold Improvements	$ -		
Furniture, Fixtures, & Equipment	$ 28,682		
FISCAL YEAR - FIXED ASSETS	**$ 28,682**		

ENROLLMENT

	PROJECTED	BUDGET	Variance	PROJECTED	BUDGET	Variance
General Education	275	294	(19)	$ 3,850,762	$ 4,123,938	(273,176)
Special Education	PROJECTED	Budget	Variance	Projections	Budget	Variance
20-59%	8	9	(1)	$ 80,263	$ 93,510	(13,247)
>60%	26	26	0	$ 502,894	$ 495,274	7,620
Total Special Education	34	35	(1)	$ 583,156	$ 588,784	(5,628)

REVENUE & EXPENSES

	PROJECTED	BUDGET	*Variance*
Revenue from operations :	5,553,518	5,905,327	*(351,808)*
Expenses from operations:	(5,940,353)	(5,829,856)	*(110,497)*
NET INCOME	**$ (386,834)**	**$ 75,471**	*$ (462,305)*

FISCAL YEAR	FTE	REVENUE	Per student	EXPENSES	Per student	NET INCOME
2016-2017*	**275**	**5,553,518**	**20,229.55**	**5,940,353**	**21,638.66**	**$ (386,834)**
2015-2016	278	5,439,759	19,585.09	5,559,473	20,016.11	$ (119,714)
2014-2015	259	5,238,775	20,259.24	5,199,084	20,105.74	$ 39,691
2013-2014	214	4,227,395	19,733.07	4,226,377	19,728.32	$ 1,017
2012-2013	153	3,105,842	20,342.83	3,415,529	22,371.24	$ (309,687)
2011-2012	103	2,000,807	19,373.58	1,932,931	18,716.35	$ 67,875
2010-2011	0	350,003		192,425		$ 157,578

**based on projections*

new york city montessori charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL
SUMMARY PAGE
BUDGET v ACTUALS

	ACTUALS As of 11/30/16	ACTUALS As of 12/19/16	REMAINING	APPROVED BUDGET	PROJECTED YEAR-END	*OVER/ (UNDER) BUDGET*	NOTES
4100 State Grants	2,017,418	2,017,418	3,303,871	5,640,606	5,321,289	*(319,317)*	UNDER BUDGET - Current enrollment & SpEd lower than budget
4200 Federal Grants	57,645	57,645	174,335	264,471	231,980	*(32,491)*	UNDER BUDGET - Erate & Titles lower than budget / final allocations subject to change
4300 Contributions	152	152	98	250	250	*0*	ON BUDGET
Total Revenue	**$ 2,075,214**	**$ 2,075,214**	**$ 3,478,304**	**$ 5,905,327**	**$ 5,553,518**	***(351,808)***	
5000 Compensation	967,665	967,665	2,104,988	3,044,086	3,072,654	*28,568*	OVER BUDGET - based on current staff plan and vacancies epxected to be filled
5500 Benefits	177,485	179,398	371,913	593,092	551,310	*(41,782)*	UNDER BUDGET - expect savings on benefits from current provider
6100 Administrative	40,779	49,867	46,569	82,412	96,436	*14,024*	OVER BUDGET - non capitalized purchases, subscriptions, Gen. Insurance premiums
6200 Professional Services	131,491	131,491	207,951	301,050	339,442	*38,392*	OVER BUDGET - security services, payroll fees, and Annual Report support
6300 Professional Development	45,265	53,501	24,000	77,500	77,500	*0*	ON BUDGET
6400 Marketing & Staff/Student Recruitment	799	1,069	16,931	3,000	18,000	*15,000*	OVER BUDGET - staff placement fee
7100 Curriculum & Classroom	21,017	21,068	110,821	130,533	131,889	*1,356*	OVER BUDGET - FAMIS offset by income
8100 Facility Expenses	671,285	785,018	697,881	1,422,183	1,482,899	*60,716*	OVER BUDGET - Property Taxes
8200 Technology & Communication	14,927	14,785	17,509	34,858	32,295	*(2,563)*	UNDER BUDGET - telephone services
8800 Miscellaneous	1,042	1,042	9,758	14,014	10,800	*(3,214)*	UNDER BUDGET - do not anticipate loan fees
8900 Depreciation	-	-	127,128	127,128	127,128	*0*	ON BUDGET
Total Expense	**$ 2,071,756**	**$ 2,204,905**	**$ 3,735,448**	**$ 5,829,856**	**$ 5,940,353**	***110,497***	
Net Income	**$ 3,458**	**$ (129,690)**	**$ (257,144)**	**$ 75,471**	**$ (386,834)**	***(462,305)***	

NEW YORK CITY MONTESSORI CHARTER SCHOOL
OPERATING BUDGET V. ACTUALS

	APPROVED BUDGET	ACTUALS As of 11/30/16	ACTUALS As of 12/19/16	%	REMAINING	PROJECTED YEAR-END	OVER/ (UNDER) BUDGET	NOTES
Income								
4100 State Grants								
4101 Per Pupil Allocations	4,123,938	1,678,944	1,678,944	41%	2,171,818	3,850,762	(273,176)	Budget: 294 / Nov FTE 271.55 - Current FTE 274.525
4101a Pre-K - Per Pupil Allocations	520,000	-	-	0%	520,000	520,000	-	Budget: 52 students / Current enrollment 51
4102 Per Pupil Allocations for SPED	588,784	235,369	235,369	40%	347,787	583,156	(5,628)	Budget: 9 students at 20-60% and 26 students at over 60% / Current 7.725 (20-60) and 26.40 (>60)
4103 NYSTL	17,126	-	-	0%	18,120	18,120	995	FAMIS allocation - non cash
4104 NYSSL	4,404	-	-	0%	4,660	4,660	256	FAMIS allocation - non cash
4105 NYSLIB	1,838	-	-	0%	1,944	1,944	107	FAMIS allocation - non cash
4108 Rent Relief	258,097	103,104	103,104	40%	113,122	216,226	(41,871)	Decrease in enrollment (5th Gd)
4110 Per Pupil - One time adjustment allocation	126,420	-	-	0%	126,420	126,420	-	Est. $430 per student
Total 4100 State Grants	**5,640,606**	**2,017,418**	**2,017,418**		**3,303,871**	**5,321,289**	**(319,317)**	**UNDER BUDGET - Current enrollment & SpEd lower than budget**
4200 Federal Grants								
4201 IDEA for Sp. Ed.	40,000	-	-	0%	33,750	33,750	(6,250)	SpEd (7.725 + 26.40) x $989 per student
4202 E-Rate for Tech/Comm	12,524	-	-	0%	6,076	6,076	(6,448)	Based on actual commitment (Cablevision $1457 and Broadview $4618)
4203 Title I	205,316	55,833	55,833	27%	130,281	186,114	(19,202)	Based on prelim allocation / subject to change
4204 Title IIA	6,631	1,812	1,812	27%	4,228	6,040	(591)	Based on prelim allocation / subject to change
Total 4200 Federal Grants	**264,471**	**57,645**	**57,645**		**174,335**	**231,980**	**(32,491)**	**UNDER BUDGET - Erate & Titles lower than budget / final allocations subject to change**
4300 Contributions								
4302 Unrestricted Contributions	250	152	152	61%	98	250	-	
Total 4300 Contributions	**250**	**152**	**152**		**98**	**250**	**-**	**ON BUDGET**
Total Income	**5,905,327**	**2,075,214**	**2,075,214**		**3,478,304**	**5,553,518**	**(351,808)**	
Gross Profit								
Expenses								
5000 Compensation								
Total 5100 Administrative	**792,685**	**303,565**	**303,565**		**428,820**	**732,386**	**(60,299)**	
Total 5200 Instructional Staff	**1,865,130**	**488,464**	**488,464**		**1,235,754**	**1,724,218**	**(140,912)**	
Total 5300 Special Education	**356,271**	**172,636**	**172,636**		**413,415**	**586,050**	**229,779**	
Total 5400 Incentive	**30,000**	**3,000**	**3,000**		**27,000**	**30,000**	**-**	
Total 5000 Compensation	**3,044,086**	**967,665**	**967,665**		**2,104,988**	**3,072,654**	**28,568**	**OVER BUDGET - based on current staff plan and vacancies epxected to be filled**
5500 Benefits								
Total 5500 Benefits	**593,092**	**177,685**	**179,398**		**371,913**	**551,310**	**(41,782)**	**UNDER BUDGET - expect savings on benefits from current provider**
6100 Administrative Expenses								
6101 Office Supplies - General	20,000	8,493	8,493	42%	11,507	20,000	-	
6102 Office Furniture (Non Asset)	1,741	1,303	1,303	75%	438	1,741	-	
6103 Office Equipment (Non Asset)	-	3,179	3,179		5,000	8,179	8,179	Copier lease $2,500 p/quarter
6106 Postage and Delivery	2,035	1,105	1,105	54%	930	2,035	-	
6107 Dues & Subscriptions	20,000	4,719	8,965	45%	6,035	15,000	(5,000)	Based on subscriptions to date
6108 Team Building/Staff Lunch & App	7,500	7,660	7,660	102%	4,840	12,500	5,000	Remaining - TBD
6109 Staff Travel	381	276	276	72%	105	381	-	
6110 Insurance - General	27,800	12,750	15,437	56%	16,163	31,600	3,800	Based on FY premiums
6111 School Events	2,955	1,294	3,450	117%	1,550	5,000	2,045	
Total 6100 Administrative Expenses	**82,412**	**40,779**	**49,867**		**46,569**	**96,436**	**14,024**	**OVER BUDGET - non capitalized purchases, subscriptions, Gen. insurance premiums**
6200 Professional Services								
6202 Audit Fees	23,500	-	-	0%	23,500	23,500	-	
6203 Payroll Services	70,000	33,404	33,404	48%	35,000	68,404	(1,596)	Est. $5K per month
6204 Legal Services - Paid	20,000	-	-	0%	20,000	20,000	-	
6207 Financial Management Services	46,350	28,355	28,355	61%	22,995	51,350	5,000	did not budget for Annual Report support ($5K)
6208 Custodian Services	126,200	52,083	52,083	41%	72,917	125,000	(1,200)	Based on $10,416.66 per month
6210 Substitute Teacher Services	10,000	1,155	1,155	12%	8,845	10,000	-	
6213 Temporary Staffing Services	-	1,088	1,088		-	1,088	1,088	did not budget, based on actual expenses
6218 NYCSI Services	5,000	5,000	5,000	100%	-	5,000	-	
6222 Security Services	-	10,406	10,406		24,694	35,100	35,100	budget under compensation/ contracted not hired
Total 6200 Professional Services	**301,050**	**131,491**	**131,491**		**207,951**	**339,442**	**38,392**	**OVER BUDGET - security services, payroll fees, and Annual Report support**
6300 Professional Development								
6310 Staff Development								
6313 Instructional Staff PD	75,000	45,265	53,501	71%	21,500	75,000	-	
Total 6310 Staff Development	**75,000**	**45,265**	**53,501**		**21,500**	**75,000**	**-**	
6321 Board Expenses	2,500	-	-	0%	2,500	2,500	-	
Total 6300 Professional Development	**77,500**	**45,265**	**53,501**		**24,000**	**77,500**	**-**	**ON BUDGET**
6400 Marketing and Staff/Student Rec								
6402 Staff Recruiting	2,500	799	1,069	43%	16,431	17,500	15,000	Staff placement fee (J. Losak)
6405 Advertising	500	-	-	0%	500	500	-	
Total 6400 Marketing and Staff/Student Rec	**3,000**	**799**	**1,069**		**16,931**	**18,000**	**15,000**	**OVER BUDGET - staff placement fee**
7100 Curriculum & Classroom Expenses								
7102 Classroom Supplies & Materials - General	40,000	10,627	10,627	27%	29,373	40,000	-	
7104 Curriculum Textbooks & Other Curricula	10,000	7,996	7,996	80%	2,004	10,000	-	
7107 Educational Materials - Special Education	2,060	-	-	0%	2,060	2,060	-	
7108 NYSTL Expense	17,126	-	-	0%	18,120	18,120	994	Textbooks
7109 NYSSL Expense	4,404	-	-	0%	4,660	4,660	256	Data Processing (Software)
7110 NYSLIB Expense	1,838	-	-	0%	1,944	1,944	106	Library books
7111 Library Books	6,180	296	296	5%	5,884	6,180	-	
7112 Standardized Test Materials/Assessment Expense	8,000	(522)	(522)	-7%	8,522	8,000	-	

NEW YORK CITY MONTESSORI CHARTER SCHOOL OPERATING BUDGET V. ACTUALS								
	APPROVED BUDGET	ACTUALS As of 11/30/16	ACTUALS As of 12/19/16	%	REMAINING	PROJECTED YEAR-END	OVER/ (UNDER) BUDGET	NOTES
7113 Art/Music Supplies	6,000	1,780	1,780	30%	4,220	6,000	-	
7115 Sport Equipment	1,500	532	532	35%	968	1,500	-	
7116 Student Field Trips	8,425	140	191	2%	8,234	8,425	-	
7117 Food Service/School Meals	20,000	168	168	1%	19,832	20,000	-	
7121 Science Supplies	5,000	-	-	0%	5,000	5,000	-	
Total 7100 Curriculum & Classroom Expenses	**130,533**	**21,017**	**21,068**		**110,821**	**131,889**	**1,356**	**OVER BUDGET - FAMIS offset by income**
8100 Facility								
8101 Rent	1,363,000	567,915	681,498	50%	681,502	1,363,000	-	
8101a Deferred Rent	(64,005)	-	-	0%	(64,005)	(64,005)	-	
8101b Property Taxes	-	60,716	60,716		-	60,716	60,716	To be confirmed
8102 Utilities	96,088	31,860	31,860	33%	64,228	96,088	-	
8104 Repairs and Maintenance	25,000	10,207	10,207	41%	14,793	25,000	-	
8105 Miscellaneous Repairs	2,100	377	377	18%	1,223	1,600	(500)	
8106 Extermination Contract	-	210	360		140	500	500	
Total 8100 Facility	**1,422,183**	**671,285**	**785,018**		**697,881**	**1,482,899**	**60,716**	**OVER BUDGET - Property Taxes**
8200 Technology/Communication Expense								
8201 Phone and Internet	3,708	935	792	21%	2,275	3,067	(641)	TWC $125 / InfoHighway $200
8202 Mobile Phone Expense	5,165	1,142	1,142	22%	2,100	3,242	(1,923)	
8204 Network Maintenance/Tech Support Services	12,000	8,180	8,180	68%	3,820	12,000	-	
8205 Database Development Services (SIS)	8,305	4,340	4,340	52%	3,965	8,305	-	
8206 Website Consultants/Expenses	1,545	60	179	12%	1,366	1,545	-	
8207 Technology Supplies	4,135	271	152	4%	3,983	4,135	-	
Total 8200 Technology/Communication Expense	**34,858**	**14,927**	**14,785**		**17,509**	**32,295**	**(2,563)**	**UNDER BUDGET - telephone services**
8800 Miscellaneous Expenses								
8801 Bank Service Charges	467	-	-	0%	467	467	-	
8802 Cash Flow Loan Interest/Fees	2,819	-	-	0%	-	-	(2,819)	do not anticipate any interest fees on lease
8804 Expense Suspense Account	728	333	333	46%	-	333	(395)	Expenses will be coded to correct categories.
8807 Sales Tax to be refunded	-	210	210		(210)	-	-	Submit for refund
8808 Principal Discretionary	10,000	499	499	5%	9,501	10,000	-	
Total 8800 Miscellaneous Expenses	**14,014**	**1,042**	**1,042**		**9,758**	**10,800**	**(3,214)**	**UNDER BUDGET - do not anticipate loan fees**
8900 Depreciation Expenses	**127,128**	**-**	**-**	**0%**	**127,128**	**127,128**	**-**	**ON BUDGET**
Total Expenses	5,829,856	2,071,756	2,204,905		3,735,448	5,940,353	110,497	
Net Operating Income	**75,471**	**3,458**	**(129,690)**		**(257,144)**	**(386,834)**	**(462,305)**	
		-	0					
Fixed Assets								
1500 Assets								
Total 1500 Assets	**42,000**	**28,682**	**28,682**		**13,318**	**42,000**	**-**	

NEW YORK CITY MONTESSORI CHARTER SCHOOL
CASH FLOW PROJECTIONS

	NOTES	REMAINING	DEC	JAN	FEB	MAR	APR	MAY	JUN
	Starting Balance		395,489	718,199	242,369	520,367	414,677	730,507	249,507
	Cash Inflow		795,847	-	757,416	369,646	791,166	-	246,431
	Monthly Cash Outflow		(473,137)	(461,330)	(479,418)	(475,336)	(475,336)	(481,000)	(374,417)
	Grants/Accounts Receivables								
	Accrued Expenses			(14,500)					
	Ending Balance	**395,489**	**718,199**	**242,369**	**520,367**	**414,677**	**730,507**	**249,507**	**121,521**
Income									
Total 4100 State Grants		3,303,871	757,416	-	757,416	312,000	757,416	-	208,000
Total 4200 Federal Grants		174,335	38,431	-	-	57,646	33,750	-	38,431
Total 4300 Contributions		98	-	-	-	-	-	-	-
Total 4400 Miscellaneous Income		-	-	-	-	-	-	-	-
Total Income		**3,478,304**	**795,847**	**-**	**757,416**	**369,646**	**791,166**	**-**	**246,431**
		-							
Expenses									
Total 5000 Compensation		2,104,988	**251,612**	**240,695**	**255,107**	**253,645**	**253,645**	**256,570**	**256,570**
Total 5500 Benefits		371,913	46,626	45,737	46,911	46,792	46,792	47,030	47,030
Total 6100 Administrative Expenses		46,569	2,767	2,767	5,267	2,767	2,767	5,267	2,767
Total 6200 Professional Services		207,951	26,350	26,350	26,350	26,350	26,350	26,350	26,350
Total 6300 Professional Development		24,000	3,429	3,429	3,429	3,429	3,429	3,429	3,429
Total 6400 Marketing and Staff/Student Rec		16,931	2,419	2,419	2,419	2,419	2,419	2,419	2,419
Total 6500 Fundraising Expenses		-	-	-	-	-	-	-	-
Total 7100 Curriculum & Classroom Expenses		110,821	12,300	12,300	12,300	12,300	12,300	12,300	12,300
Total 8100 Facility		697,881	125,066	125,066	125,067	125,067	125,067	125,067	11,483
Total 8200 Technology/Communication Expens		17,509	2,501	2,501	2,501	2,501	2,501	2,501	2,501
Total 8800 Miscellaneous Expenses		9,758	67	67	67	67	67	67	9,568
8900 Depreciation Expenses	non-cash	127,128							
Total Expenses		**3,735,448**	**473,137**	**461,330**	**479,418**	**475,336**	**475,336**	**481,000**	**374,417**
		-							
Fixed Assets									
Total 1500 Assets	**TBD**	**13,318**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990 and its instructions is at *www.irs.gov/form990.*

OMB No. 1545-0047

2015

Open to Public Inspection

A For the 2015 calendar year, or tax year beginning JUL 1, 2015 and ending JUN 30, 2016

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
NEW YORK CITY MONTESSORI CHARTER SCHOOL

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) [redacted] Room/suite

City or town, state or province, country, and ZIP or foreign postal code
BRONX, NY 10454

F Name and address of principal officer: ABEKU HAYES [redacted]

D Employer identification number [redacted]

E Telephone number [redacted]

G Gross receipts $ 5,439,760.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c)( )◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.NYCMCS.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2010 M State of legal domicile: NY

Part I Summary

DRAFT

1 Briefly describe the organization's mission or most significant activities: OFFER AN ALTERNATIVE METHOD OF EDUCATION IN THE SOUTH BRONX COMMUNITY.

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	6
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
5	Total number of individuals employed in calendar year 2015 (Part V, line 2a)	5	78
6	Total number of volunteers (estimate if necessary)	6	7
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	251,063.	281,072.
9	Program service revenue (Part VIII, line 2g)	4,927,980.	5,151,686.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	8,631.	7,002.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	5,187,674.	5,439,760.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,991,251.	3,334,064.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	2,156,733.	2,225,409.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	5,147,984.	5,559,473.
19	Revenue less expenses. Subtract line 18 from line 12	39,690.	-119,713.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	1,284,899.	1,073,661.
21	Total liabilities (Part X, line 26)	1,293,578.	1,202,053.
22	Net assets or fund balances. Subtract line 21 from line 20	-8,679.	-128,392.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer Date

▶ ABEKU HAYES, PRINCIPAL
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: GUS SALIBA	Preparer's signature: GUS SALIBA	Date: 11/18/16	Check ☐ if self-employed	PTIN [redacted]
Firm's name ▶ FRUCHTER ROSEN & CO., P.C.			Firm's EIN ▶ [redacted]	
Firm's address ▶ [redacted]			Phone no [redacted]	

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ..... [X]

1 Briefly describe the organization's mission:
NEW YORK CITY MONTESSORI CHARTER SCHOOL IS AN ELEMENTARY SCHOOL IN THE SOUTH BRONX NEIGHBORHOOD OF NEW YORK THAT WILL EMPOWER ITS CHILDREN TO BE CRITICAL THINKERS AND CREATIVE PROBLEM SOLVERS WITH STRONG SOCIAL SKILLS SO THAT THEY CAN SUCCEED IN THEIR WORLD TO LEARN IN THEIR

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ..... [ ] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... [ ] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: _____) (Expenses $ 5,056,702. including grants of $ _____) (Revenue $ 5,151,686.)
EXPENSES DIRECTLY ASSOCIATED WITH THE OPERATIONS OF THE CHARTER SCHOOL AND THE RELATED CURRICULUM COSTS. FOR THE 2015-2016 SCHOOL YEAR WE SERVED APPROXIMATELY 278 STUDENTS IN GRADES PRE-KINDERGARTEN THROUGH FIFTH.

4b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d Other program services (Describe in Schedule O.)
(Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4e Total program service expenses ▶ 5,056,702.

DRAFT

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No", go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	32		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	78		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No," to line 3b, provide an explanation in Schedule O*		3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b	If "Yes," enter the name of the foreign country: ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?		13a		
	Note. See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O*		14b		

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Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	6		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b	Enter the number of voting members included in line 1a, above, who are independent	1b	6		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records: ▶

THE ORGANIZATION - [redacted]

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) RORY COHEN CHAIR	1.00	X		X				0.	0.	0.
(2) NEIL PARISER VICE CHAIR	1.00	X		X				0.	0.	0.
(3) MARGARET B. GROSSMAN SECRETARY	1.00	X		X				0.	0.	0.
(4) JOHN MULLANE TREASURER	1.00	X		X				0.	0.	0.
(5) DENISE CLAY TRUSTEE	1.00	X						0.	0.	0.
(6) JACQUELINE DISANTO TRUSTEE	1.00	X						0.	0.	0.
(7) AYCA ENGERMAN TRUSTEE	1.00	X						0.	0.	0.
(8) ABEKU B. HAYES PRINCIPAL	40.00			X				46,893.	0.	60.
(9) GINA SARDI PRINCIPAL	40.00			X				128,125.	0.	3,675.

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total ▶								175,018.	0.	3,735.
c Total from continuation sheets to Part VII, Section A ▶								0.	0.	0.
d Total (add lines 1b and 1c) ▶								175,018.	0.	3,735.

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2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 1

		Yes	No
3	Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*		X
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
KATE PROPERTY SERVICES LTD., 75-35 31ST [redacted]	JANITORIAL SERVICES	133,938.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 1

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	281,072.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f					
	g Noncash contributions included in lines 1a-1f: $						
	h **Total.** Add lines 1a-1f			281,072.			
Program Service Revenue		Business Code					
	2a GOV'T PER-PUPIL REV.	900099		4,513,487.	4,513,487.		
	b UNIVERSAL PRE-KINDERGA	900099		409,992.	409,992.		
	c FACILITIES REVENUE	900099		228,207.	228,207.		
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f			5,151,686.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
		(i) Real	(ii) Personal				
	6a Gross rents						
	b Less: rental expenses						
	c Rental income or (loss)						
	d Net rental income or (loss)						
		(i) Securities	(ii) Other				
	7a Gross amount from sales of assets other than inventory						
	b Less: cost or other basis and sales expenses						
	c Gain or (loss)						
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	a					
	b Less: direct expenses	b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	a					
	b Less: direct expenses	b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
	Miscellaneous Revenue	Business Code					
	11a OTHER INCOME	900099		7,002.	7,002.		
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d			7,002.			
	12 **Total revenue.** See instructions.			5,439,760.	5,158,688.	0.	0.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	177,251.	163,810.	13,441.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,707,128.	2,501,856.	205,272.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	224,379.	207,366.	17,013.	
10 Payroll taxes	225,306.	208,223.	17,083.	
11 Fees for services (non-employees):				
a Management				
b Legal	5,236.	4,839.	397.	
c Accounting	22,250.		22,250.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	453,060.	368,262.	84,798.	
12 Advertising and promotion	3,540.	3,272.	268.	
13 Office expenses	138,086.	116,143.	21,943.	
14 Information technology	31,590.	29,195.	2,395.	
15 Royalties				
16 Occupancy	1,400,224.	1,294,050.	106,174.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	104,288.	96,380.	7,908.	
23 Insurance	25,298.	23,380.	1,918.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a REPAIRS AND MAINTENANCE	23,279.	21,514.	1,765.	
b FOOD SERVICE	16,632.	16,632.		
c STUDENT SERVICES	1,926.	1,780.	146.	
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	5,559,473.	5,056,702.	502,771.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		496,355.	1	111,794.
	2	Savings and temporary cash investments		1.	2	1.
	3	Pledges and grants receivable, net		131,390.	3	242,072.
	4	Accounts receivable, net		8,418.	4	12,429.
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		4,763.	9	121,751.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 652,732.			
	b	Less: accumulated depreciation	10b 365,769.	345,321.	10c	286,963.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		298,651.	15	298,651.
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)		1,284,899.	16	1,073,661.
Liabilities	17	Accounts payable and accrued expenses		345,166.	17	357,798.
	18	Grants payable			18	
	19	Deferred revenue		30,378.	19	27,754.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		44,460.	24	0.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		873,574.	25	816,501.
	26	**Total liabilities.** Add lines 17 through 25		1,293,578.	26	1,202,053.
Net Assets or Fund Balances		**Organizations that follow SFAS 117 (ASC 958), check here ▶ ☒ and complete lines 27 through 29, and lines 33 and 34.**				
	27	Unrestricted net assets		-8,679.	27	-128,392.
	28	Temporarily restricted net assets			28	
	29	Permanently restricted net assets			29	
		Organizations that do not follow SFAS 117 (ASC 958), check here ▶ ☐ and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds			30	
	31	Paid-in or capital surplus, or land, building, or equipment fund			31	
	32	Retained earnings, endowment, accumulated income, or other funds			32	
	33	Total net assets or fund balances		-8,679.	33	-128,392.
	34	Total liabilities and net assets/fund balances		1,284,899.	34	1,073,661.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,439,760.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,559,473.
3	Revenue less expenses. Subtract line 2 from line 1	3	-119,713.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	-8,679.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-128,392.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

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Form 990 (2015)

SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Information about Schedule A (Form 990 or 990-EZ) and its instructions is at *www.irs.gov/form990.***

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

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12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ..... ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2014 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2015.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

b **33 1/3% support test - 2014.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

17a **10% -facts-and-circumstances test - 2015.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

b **10% -facts-and-circumstances test - 2014.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ..... ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

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14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2015** (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from **2014** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2015.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2014.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in Part VI when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in Part VI what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in Part VI.*	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in Part VI.*	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in Part VI.*	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in Part VI.*	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a		
b	A family member of a person described in (a) above?	11b		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in Part VI.*	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the yea(see instructions):*

a ☐ The organization satisfied the Activities Test. *Complete line 2 below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete line 3 below.*

c ☐ The organization supported a governmental entity. *Describe in Part VI how you supported a government entity (see instructions).*

			Yes	No
2	Activities Test. ***Answer (a) and (b) below.***			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in **Part VI identify those supported organizations and explain** how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in **Part VI** the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. ***Answer (a) and (b) below.***			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in *Part VI.*	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in *Part VI the role played by the organization in this regard.*	3b		

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6 and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2 Enter 85% of line 1	2	
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4 Enter greater of line 2 or line 3	4	
5 Income tax imposed in prior year	5	
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	
4	Amounts paid to acquire exempt-use assets	
5	Qualified set-aside amounts (prior IRS approval required)	
6	Other distributions (describe in **Part VI**). See instructions.	
7	**Total annual distributions.** Add lines 1 through 6.	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9	Distributable amount for 2015 from Section C, line 6	
10	Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1	Distributable amount for 2015 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
3	Excess distributions carryover, if any, to 2015:			
a				
b				
c				
d	From 2013			
e	From 2014			
f	**Total** of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2015 distributable amount			
i	Carryover from 2010 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2015 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2015 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6	Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7	**Excess distributions carryover to 2016.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a				
b				
c	Excess from 2013			
d	Excess from 2014			
e	Excess from 2015			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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Schedule B (Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at *www.irs.gov/form990* .

OMB No. 1545-0047

2015

Name of the organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	☒ 501(c)(3) (enter number) organization
	☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	☐ 527 political organization
Form 990-PF	☐ 501(c)(3) exempt private foundation
	☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation
	☐ 501(c)(3) taxable private foundation

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Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000 or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW YORK STATE EDUCATION DEPARTMENT [redacted]	$ 201,675.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	NYC DEPARTMENT OF EDUCATION [redacted]	$ 26,731.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	UNIVERSAL SERVICE ADMINISTRATIVE COMPANY [redacted]	$ 7,871.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	NYC DEPARTMENT OF EDUCATION [redacted]	$ 44,795.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

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Name of organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	

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Name of organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Part III *Exclusively* religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of $1,000 or less for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Information about Schedule D (Form 990) and its instructions is at *www.irs.gov/form990.*

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization
NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number
[redacted]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements	2a
b	Total acreage restricted by conservation easements	2b
c	Number of conservation easements on a certified historic structure included in (a)	2c
d	Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____ %
b Permanent endowment ▶ _____ %
c Temporarily restricted endowment ▶ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		235,100.	80,990.	154,110.
d Equipment		162,035.	126,411.	35,624.
e Other		255,597.	158,368.	97,229.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				286,963.

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

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Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) RESTRICTED CASH	75,000.
(2) SECURITY DEPOSITS	223,651.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	298,651.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DEFERRED RENT	816,501.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	816,501.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	5,439,760.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	5,439,760.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*			5	5,439,760.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	5,559,473.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	5,559,473.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*			5	5,559,473.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL'S ACCOUNTING POLICY PROVIDES THAT A TAX EXPENSE OR BENEFIT FROM AN UNCERTAIN TAX POSITION MAY BE RECOGNIZED WHEN IT IS MORE LIKELY THAN NOT THAT THE POSITION WILL BE SUSTAINED UPON EXAMINATION, INCLUDING RESOLUTIONS OF ANY RELATED APPEALS OR LITIGATION PROCESSES, BASED ON THE TECHNICAL MERITS. THE SCHOOL HAS NO UNCERTAIN TAX POSITIONS RESULTING IN AN ACCRUAL OF TAX EXPENSE OR BENEFIT.

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SCHEDULE E (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number

[redacted]

Part I

		YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL INCLUDES A NONDISCRIMINATORY POLICY IN ITS PUBLICATION MATERIAL USED TO INFORM THE LOCAL COMMUNITY.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL RECEIVES PER-PUPIL FUNDING FROM THE NYC BOARD OF EDUCATION UNDER THEIR CHARTER AGREEMENT. THE SCHOOL ALSO RECEIVES VARIOUS FEDERAL, STATE, AND CITY FUNDING INCLUDING FEDERAL ENTITLEMENTS TO ASSIST WITH COVERING THE COST OF CERTAIN PROGRAMS.

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SCHEDULE O (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization: NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number: [redacted]

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

PURSUIT OF HIGHER EDUCATION AS THEY PREPARE FOR CAREERS NEEDED IN THE 21ST CENTURY.

FORM 990, PART VI, SECTION B, LINE 11:

FORM 990 IS REVIWED BY MANAGEMENT AND THE AUDIT/FINANCE COMMITTEE OF THE BOARD OF TRUSTEES FOR APPROVAL. IF CHANGES ARE REQUIRED, THE SCHOOL WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL THE THE BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C:

THE SCHOOL SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS AS PART OF THEIR REGULAR MEETINGS. TRUSTEES, OFFICERS, AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST EXISTS.

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FORM 990, PART VI, SECTION B, LINE 15:

COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING COMPENSATION OF OFFICERS AND KEY EMPLOYEES.

FORM 990, PART VI, SECTION C, LINE 19:

UPON REQUEST, THE SCHOOL MAKES AVAILABLE TO THE PUBLIC ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS.

FORM 990, PART XII, FINANCIAL STATEMENTS AND REPORTING, LINE 2C:

THE SCHOOL HAS AN AUDIT/FINANCE COMMITTEE THAT IS RESPONSIBLE FOR

Name of the organization NEW YORK CITY MONTESSORI CHARTER SCHOOL

Employer identification number [redacted]

OVERSIGHT OF THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

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Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
	FURNITURE & FIXTURES											
9	FURNITURE AND FIXTURES	08 01 11	SL	5.00	16	7,638.			7,638.	5,984.		1,528.
10	FURNITURE AND FIXTURES	07 01 11	SL	5.00	16	7,932.			7,932.	6,344.		1,588.
11	FURNITURE AND FIXTURES	07 01 11	SL	5.00	16	7,559.			7,559.	6,048.		1,511.
12	FURNITURE AND FIXTURES	08 01 11	SL	5.00	16	13,068.			13,068.	10,238.		2,614.
13	FURNITURE AND FIXTURES	09 01 11	SL	5.00	16	7,565.			7,565.	5,800.		1,513.
17	FURNITURE AND FIXTURES	08 01 12	SL	5.00	16	57,464.			57,464.	33,521.		11,493.
18	FURNITURE AND FIXTURES	09 01 12	SL	5.00	16	5,512.			5,512.	3,123.		1,102.
19	FURNITURE AND FIXTURES	10 01 12	SL	5.00	16	3,060.			3,060.	1,683.		612.
24	FURNITURE AND FIXTURES	08 01 12	SL	5.00	16	9,457.			9,457.	5,516.		1,891.
29	FURNITURE AND FIXTURES	08 01 13	SL	5.00	16	1,520.			1,520.	583.		304.
30	FURNITURE AND FIXTURES	07 01 13	SL	5.00	16	5,672.			5,672.	2,268.		1,134.
31	FURNITURE AND FIXTURES	08 01 13	SL	5.00	16	13,180.			13,180.	5,052.		2,636.
32	FURNITURE AND FIXTURES	10 01 13	SL	5.00	16	6,909.			6,909.	2,418.		1,382.
40	FURNITURE AND FIXTURES	08 01 14	SL	5.00	16	11,406.			11,406.	2,091.		2,281.
41	FURNITURE AND FIXTURES	07 01 14	SL	5.00	16	59,047.			59,047.	11,809.		11,809.
42	FURNITURE AND FIXTURES	08 01 14	SL	5.00	16	6,431.			6,431.	1,179.		1,286.
43	FURNITURE AND FIXTURES	09 01 14	SL	5.00	16	9,570.			9,570.	1,595.		1,914.

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FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
44	FURNITURE AND FIXTURES	06 01 15	SL	5.00	16	1,400.			1,400.	23.		280.
47	FURNITURE AND FIXTURES	08 07 15	SL	5.00	16	4,325.			4,325.			793.
48	FURNITURE AND FIXTURES	08 14 15	SL	5.00	16	8,126.			8,126.			1,490.
49	FURNITURE AND FIXTURES	08 27 15	SL	5.00	16	4,121.			4,121.			755.
50	FURNITURE AND FIXTURES	09 01 15	SL	5.00	16	1,311.			1,311.			218.
	* 990 PAGE 10 TOTAL FURNITURE & FIXTUR					252,273.		0.	252,273.	105,275.	0.	50,134.
	MACHINERY & EQUIPMENT											
1	COMPUTERS AND EQUIPMENT	07 01 11	SL	4.00	16	2,453.			2,453.	2,453.		0.
2	COMPUTERS AND EQUIPMENT	07 01 11	SL	4.00	16	729.			729.	729.		0.
3	COMPUTERS AND EQUIPMENT	07 01 11	SL	4.00	16	6,340.			6,340.	6,340.		0.
4	COMPUTERS AND EQUIPMENT	07 01 11	SL	4.00	16	1,977.			1,977.	1,977.		0.
6	COMPUTERS AND EQUIPMENT	08 01 11	SL	4.00	16	420.			420.	410.		10.
7	COMPUTERS AND EQUIPMENT	08 01 11	SL	4.00	16	5,730.			5,730.	5,613.		117.
8	COMPUTERS AND EQUIPMENT	09 01 11	SL	4.00	16	1,057.			1,057.	1,012.		45.
20	COMPUTERS AND EQUIPMENT	07 01 12	SL	3.00	16	24,091.			24,091.	24,091.		0.
21	COMPUTERS AND EQUIPMENT	10 01 12	SL	3.00	16	18,234.			18,234.	16,715.		1,519.
22	COMPUTERS AND EQUIPMENT	10 01 12	SL	3.00	16	2,188.			2,188.	2,005.		183.
26	COMPUTERS AND EQUIPMENT	09 01 12	SL	4.00	16	25,389.			25,389.	17,983.		6,347.

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528102
04-01-15

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
27	COMPUTERS AND EQUIPMENT	10 01 13	SL	4.00	16	999.			999.	437.		250.
28	COMPUTERS AND EQUIPMENT	10 01 13	SL	4.00	16	14,569.			14,569.	6,374.		3,642.
33	COMPUTERS AND EQUIPMENT	09 01 13	SL	3.00	16	13,466.			13,466.	8,230.		4,489.
34	COMPUTERS AND EQUIPMENT	04 01 14	SL	3.00	16	1,070.			1,070.	446.		357.
38	(D)COMPUTERS AND EQUIPMENT	06 01 15	SL	4.00	16	1,199.			1,199.	25.		0.
39	COMPUTERS AND EQUIPMENT	12 01 14	SL	4.00	16	3,099.			3,099.	452.		775.
45	COMPUTERS AND EQUIPMENT	09 01 14	SL	3.00	16	10,975.			10,975.	3,049.		3,658.
46	COMPUTERS AND EQUIPMENT	08 17 15	SL	4.00	16	29,246.			29,246.			6,702.
	* 990 PAGE 10 TOTAL MACHINERY & EQUIPM					163,231.		0.	163,231.	98,341.	0.	28,094.
	OTHER											
14	SOFTWARE	08 01 11	SL	3.00	16	792.			792.	792.		0.
15	SOFTWARE	08 01 11	SL	3.00	16	479.			479.	479.		0.
16	SOFTWARE	06 01 12	SL	3.00	16	855.			855.	855.		0.
23	LEASEHOLD IMPROVEMENTS	07 01 12	SL	10.00	16	39,350.			39,350.	11,805.		3,935.
35	LEASEHOLD IMPROVEMENTS	07 01 13	SL	9.00	16	186,751.			186,751.	41,500.		20,750.
36	WEBSITE	06 01 14	SL	3.00	16	1,200.			1,200.	434.		400.
37	LEASEHOLD IMPROVEMENTS	07 01 13	SL	9.00	16	9,000.			9,000.	2,000.		1,000.
	* 990 PAGE 10 TOTAL OTHER					238,427.		0.	238,427.	57,865.	0.	26,085.

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FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
	* GRAND TOTAL 990 PAGE 10 DEPR					653,931.		0.	653,931.	261,481.	0.	104,313.
	CURRENT ACTIVITY											
	BEGINNING BALANCE					606,802.		0.	606,802.	261,481.		
	ACQUISITIONS					47,129.		0.	47,129.	0.		
	DISPOSITIONS					1,199.		0.	1,199.	25.		
	ENDING BALANCE					652,732.		0.	652,732.	261,456.		
	ENDING ACCUM DEPR LESS DISPOSITIONS									365,769.		
	ENDING BOOK VALUE									286,963.		

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528102
04-01-15

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

Form **4562**

Department of the Treasury
Internal Revenue Service (99)

Depreciation and Amortization
(Including Information on Listed Property) 990

▶ Attach to your tax return.

▶ Information about Form 4562 and its separate instructions is at *www.irs.gov/form4562.*

OMB No. 1545-0172

2015

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
NEW YORK CITY MONTESSORI CHARTER SCHOOL FORM 990 PAGE 10		[redacted]

Part I **Election To Expense Certain Property Under Section 179** **Note:** If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	500,000.
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation	3	2,000,000.
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	

6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2014 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2016. Add lines 9 and 10, less line 12 ▶	13	

Note: Do not use Part II or Part III below for listed property. Instead, use Part V.

Part II **Special Depreciation Allowance and Other Depreciation (Do not include listed property.)**

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	104,313.

Part III **MACRS Depreciation (Do not include listed property.) (See instructions.)**

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2015	17	
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here ▶ ☐		

Section B - Assets Placed in Service During 2015 Tax Year Using the General Depreciation System

	(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a	3-year property						
b	5-year property						
c	7-year property						
d	10-year property						
e	15-year property						
f	20-year property						
g	25-year property			25 yrs.		S/L	
h	Residential rental property	/		27.5 yrs.	MM	S/L	
		/		27.5 yrs.	MM	S/L	
i	Nonresidential real property	/		39 yrs.	MM	S/L	
		/			MM	S/L	

Section C - Assets Placed in Service During 2015 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	40-year	/		40 yrs.	MM	S/L	

Part IV **Summary** (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	**Total.** Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	104,313.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

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Part V **Listed Property** (Include automobiles, certain other vehicles, certain aircraft, certain computers, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete **only** 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? ☐ Yes ☐ No | 24b If "Yes," is the evidence written? ☐ Yes ☐ No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use						25		
26 Property used more than 50% in a qualified business use:								
		%						
		%						
		%						
27 Property used 50% or less in a qualified business use:								
		%				S/L -		
		%				S/L -		
		%				S/L -		
28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1						28		
29 Add amounts in column (i), line 26. Enter here and on line 7, page 1							29	

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle		(b) Vehicle		(c) Vehicle		(d) Vehicle		(e) Vehicle		(f) Vehicle	
30 Total business/investment miles driven during the year (**do not** include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

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Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who **are not** more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," do not complete Section B for the covered vehicles.

Part VI **Amortization**

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2015 tax year:					
43 Amortization of costs that began before your 2015 tax year				43	
44 **Total.** Add amounts in column (f). See the instructions for where to report				44	

new york city
montessori
charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL (NYCMCS)
BOARD OF TRUSTEES MEETING

423 E. 138th Street, Bronx, New York 10454
February 15, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—January 2017 (2 minutes)

IV. Principal's Report (30 minutes)

V. Committee or Task Force Reports & Discussion (30 minutes)

- Building and Grounds Committee
- Education Committee
- Family Association
- Finance Committee - Executive Session, Budget Discussion

VI. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees
423 East 138th Street, Bronx, New York 10454

February 15, 2017

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order (1 minute)

II. Approval—Minutes of January 25, 2016 (2 minutes)

III. Update—Principal Evaluation Form & Evaluation Process (12 minutes)

--February 21, 2017 – Distribution of Surveys to Stakeholders
--March 7, 2017 – Due Date for Return of Surveys from Stakeholders
--March 14, 2017 – Summation of Surveys
--March 28, 2017 – Education Committee Draft of Evaluation
--April 18, 2017 – Board of Trustees Completion of Evaluation

IV. Additional Principal Metrics for Board Monitoring (10 minutes)

V. Corrective Action Plan Status & Analysis of Student Academic Data (20 minutes)

VI. Recommendations for Consideration by Board of Trustees for Next Quarter & Next Academic Year (10 minutes)

VII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

January 25, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Ayca Ergeneman, Maria Keane, Abeku Hayes, and Jacqueline DiSanto (via Phone)

I. Call to Order—The meeting was called to order at 3:18 p.m.

II. The Minutes of the December 15, 2016 Education Committee were approved.

III. A Principal Evaluation Form was distributed and discussed. By common consent, it was agreed to present the form to the Board of Trustees for approval along with a process whereby school stakeholders would provide input.

IV. Corrective Action Plan—Principal Hayes provided an update regarding the Corrective Action Plan. He clarified the difference between the Corrective Action Plan, the educational data/academic measurements, and information that had been requested from work with the educational consultant. Discussion ensued. Although the information available was reviewed, there was little time to determine any recommendations for consideration by the Board of Trustees.

V. Adjournment—The meeting adjourned at 4:33 p.m.

new york city
montessori
charter school

PRINCIPAL'S REPORT

February 15, 2017

Instruction

1. Staffing
    a. Needs
        i. We have a potential need arising for more Special Education teachers. As we enroll new students we are finding that they tend to have special needs. This is a concern that we will keep at the front of mind for the board.
        ii. We have two pregnant teachers at this time and one will be going on maternity leave in three weeks. We will need to hire a fully certified substitute for her. This is difficult in the current hiring climate. The UPK organization is pushing us to ensure we have certified teachers in those rooms.
        iii. We have students in the school who are exceedingly violent. The CSE has reiterated to us that we must supply the paraprofessional for those children. We are working to re-task in school staff members.
    b. Recommendations
        i. We are attempting to cover as many of the students needs as we can. Once we have exhausted those resources we will have the CSE provide services and not bill for those students.
2. Testing and Data
    a. We are launching into our intensified period of test prep. We will be teaching three guaranteed testing strategies whole school:
        i. RACE Strategy for writing prompts.
        ii. Slash the Trash for multiple choice.
        iii. Question Decomposition
    b. We are currently working to process all of the testing data. We hope to provide the following cuts of the data:
        i. State Testing
            1. Overall Yearly Performance
            2. Class/Teacher
            3. Cohort (students who are currently enrolled or finished 5th grade with us last year)
        ii. Benchmark Testing
            1. Overall Yearly Performance
            2. Class/Teacher
    c. The current data is promising and shows that studnets are grasping concepts better than they did last year. We are confident that there will be an increase in scores.

Operations

1. Enrollment
    a. Currently our enrollment is 281 without PreK. With a total of 332 students in the building. We are very excited about the six new students we enrolled from next year's applications. We enrolled more students

than this but those students decided to never show up or to return to their other school for various reasons.

Professional Development

1. SPED Collaborative
    a. We have been working with the SPED collaborative and have had the opportunity to attend various PD's for the sake of our students. This work has proven to be well worth the cost as we have been able to send the following team members to PD or they will be attending PD soon.
    b. Robin Urquhart- Director of Outreach
    c. Melissa Levy- ELL Teacher
    d. Krystal Astwood- SPED Coordinator
    e. Abeku Hayes- Principal
    f. Leini Pena- SPED Teacher
    g. Various other teachers have also attended restraint training.
2. IMF Conference
    a. NYCMS was asked to join the IMF (International Montessori Foundation) who have committed to helping with the school with Montessori accreditation. While in Hong Kong Principal Hayes was asked if members of the staff would be willing to participate in a conference in Florida as well as work with schools in Seattle, Rwanda, and Australia. The IMF also extended an offer to help with philanthropy.
3. AMS Leadership Conference
    a. The leadership team (Abeku Hayes, Wanda Andujar, Monica Benjamin, Kim Smaw, Robin Urquhart, Krystal Astwood, Yara Ortiz) went to Jamaica for PD around managing the work of leadership in schools. We were very excited to meet so many Montessorians, make connections with other schools who we are hoping to partner with for various projects, and learn about other school models and how they manage staff stress and issues. The PD was sponsored by AMS and featured one of the founders of the Wildflower Montessori Network. This trip was discussed in the May Education Committee Meeting and was reported to the board that month by the Education Committee Chair.
4. AMS Annual Conference
    a. The school is taking the following teacher leaders and school leaders to the AMS conference this year (Nicholena Lovett, Adia Keeler, Jess Haas, Amber Bennett, Cristina Moreno, Abeku Hayes, Wanda Andujar, Monica Benjamin). This conference will be focused on combining Montessori and Common Core education. This PD was paid for months ago but the registration fees have yet to be paid for the conference as they had to be revised. The team is excited to learn about all of the new and exciting discoveries that have been made in the public sector.

BOARD DASHBOARD

new york city montessori charter school

New York City Montessori Charter School — February 2017

Oversight Goals:

1. Academic Achievement

I. We will improve the performance of each student in all subject areas.
   1. Current/Pending Measures:
      - ⇒ % of students scoring 3 or 4 on the state test in ELA and Math.
      - ⇒ # of students who passed the ELA and Math Benchmark and Baseline
      - ⇒ # and % of students passing interim assessments for test prep

2. Closing the Achievement Gap

I. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.
   1. Current/Pending Measures:
      - ⇒ Attendance for Sped and GenEd students.
      - ⇒ Total of identified Students with Disabilities.
      - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

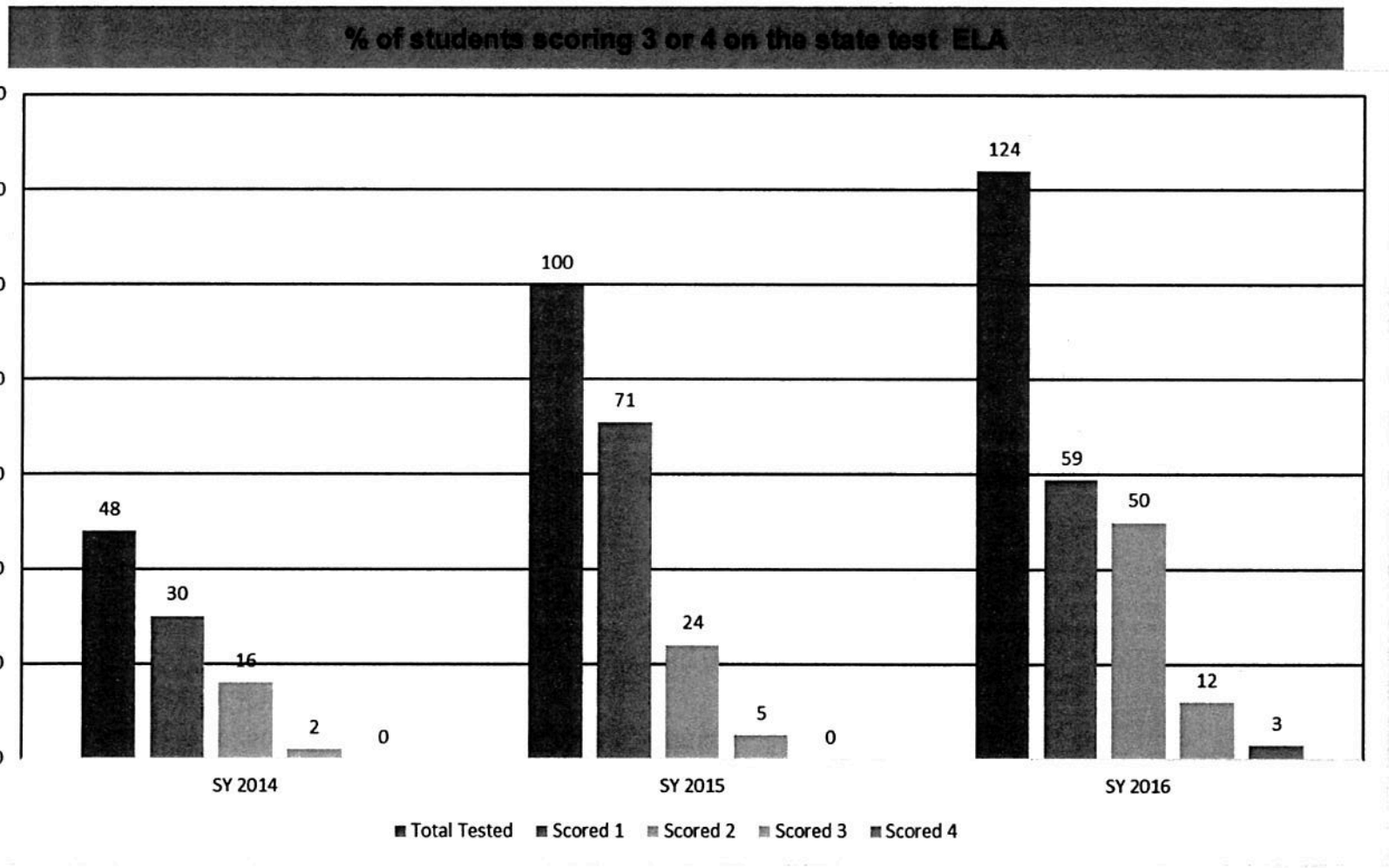
3. Efficiency

I. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
   1. Current/Pending Measures:
      - ⇒ Positions Staffed/Vacant
      - ⇒ Staff Attrition
      - ⇒ Student Enrollment/ Attrition

Board Members 2016-2017

- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Mullane
- Maria Keane

Goal 1: Academic Achievement

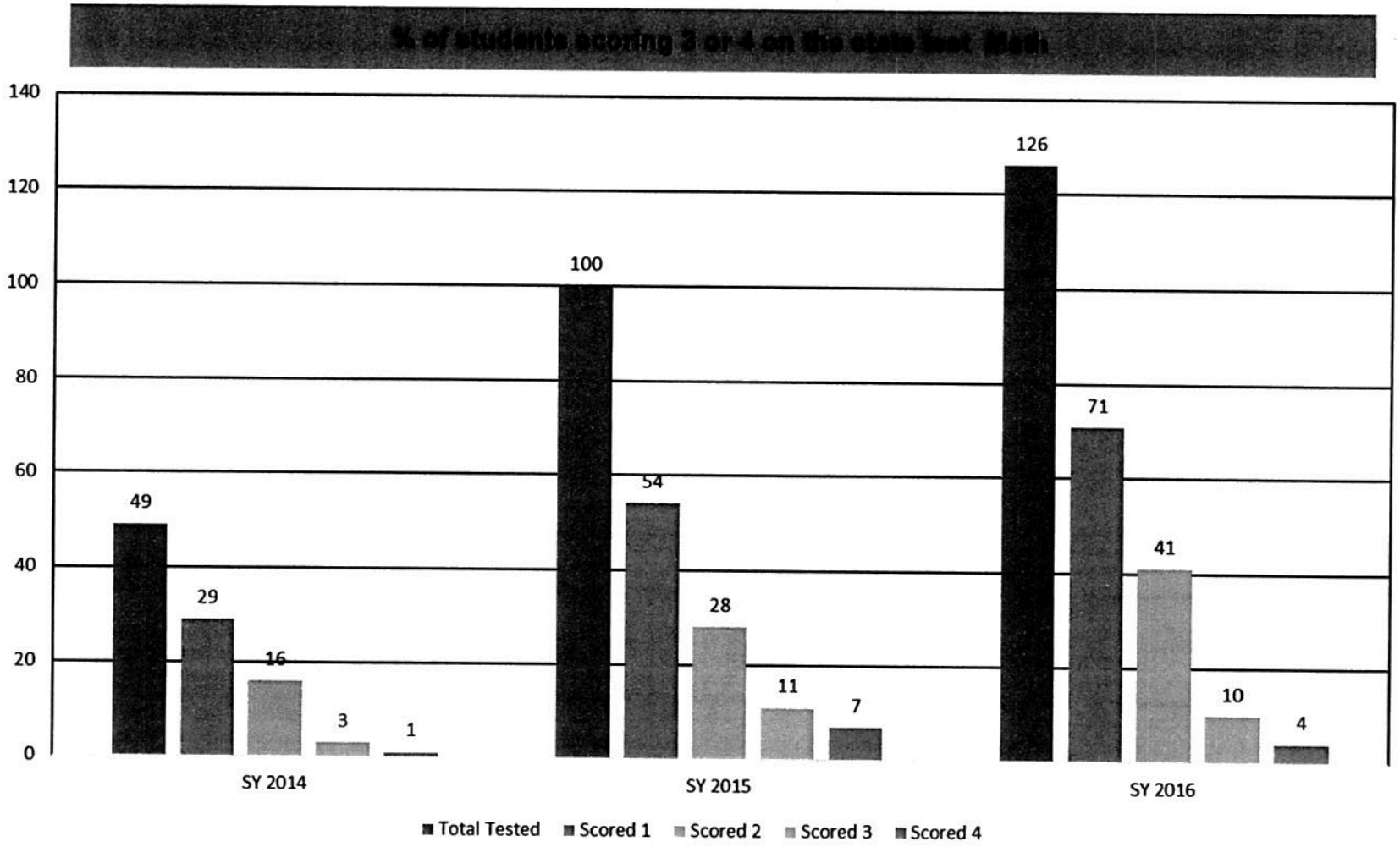


This chart shows the number of children from year to year scoring in each category. Note: 3 or 4 is passing.

Positives: Steady growth in the number of students passing and scoring a 2 instead of a 1.

Growth: We are below the district average of 26% in 3rd, 24% in 4th, 14% in 5th.

Goal 1: Academic Achievement



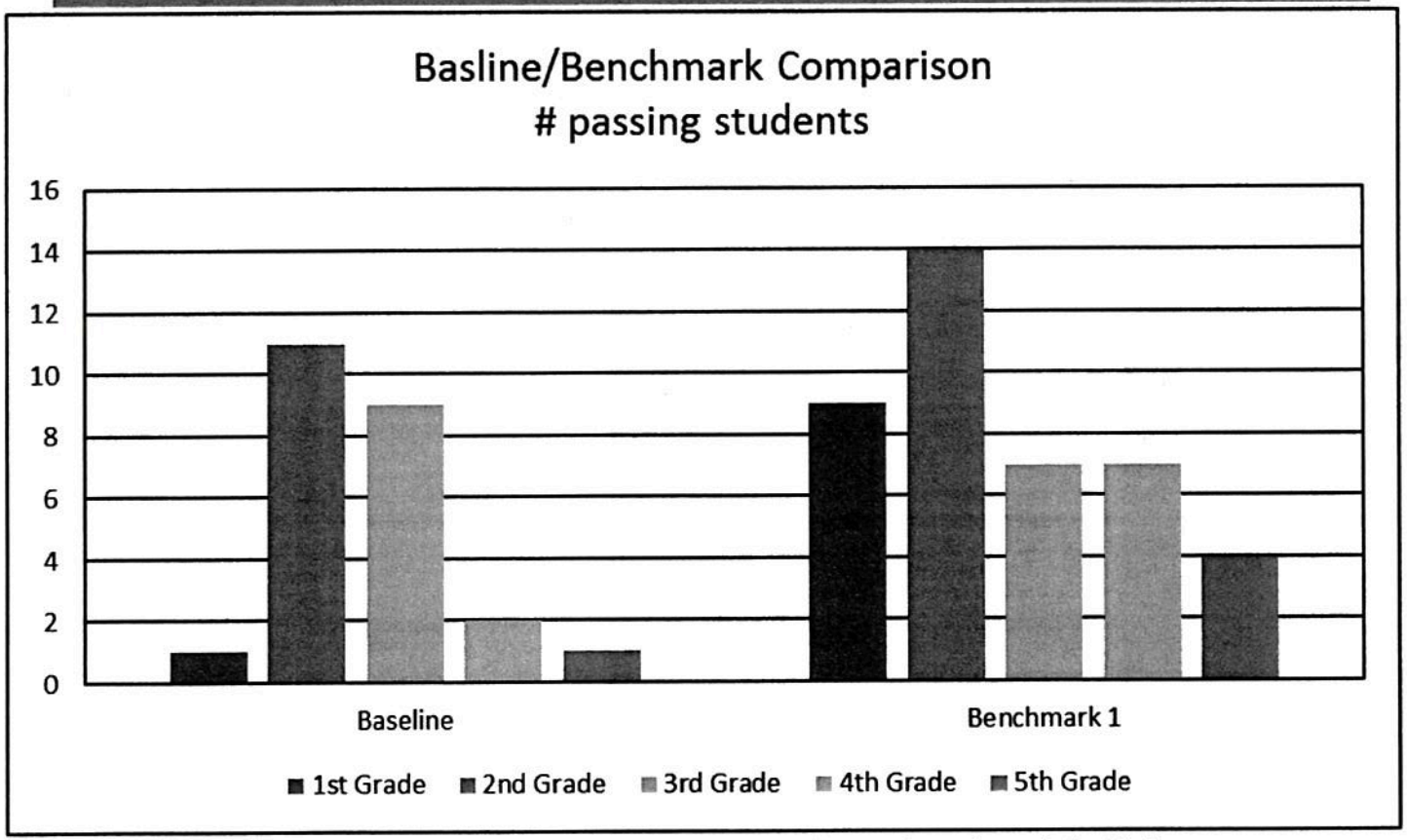
This chart shows the number of children from year to year scoring in each category. Note: 3 or 4 is passing.

Positives: Steady growth in the number of students scoring a 2 instead of a 1.

Growth: We are below the district average of 23% in 3rd, 22% in 4th, 15% in 5th.

Goal 1: Academic Achievement

Benchmark Testing Results ELA



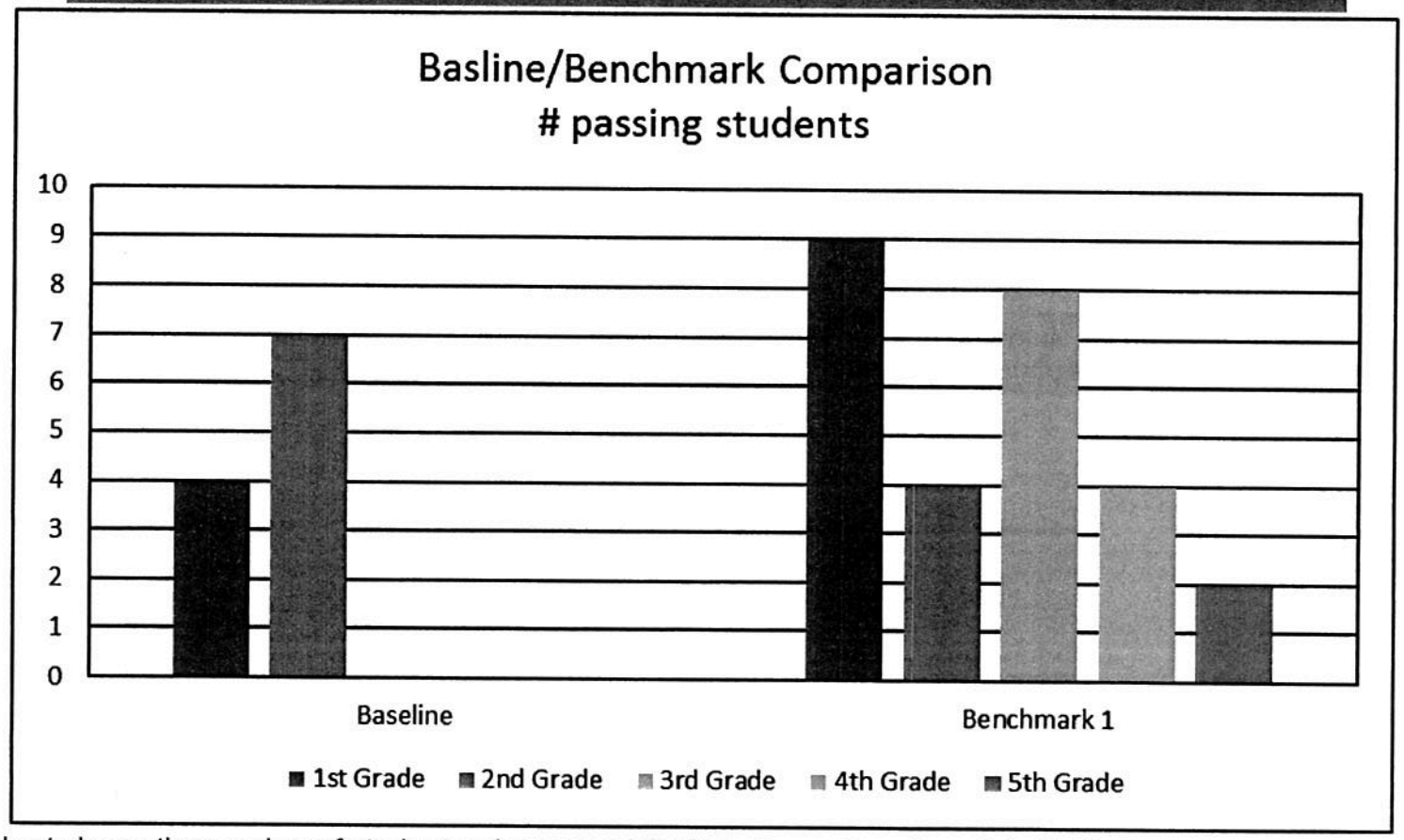
This chart shows the number of students who passed the baseline or benchmark in ELA.

Positives: We are doubling the number of students who are earning passing scores from one test to the other. We also see great improvement of the students in the youngest grades.

Growth: This is still not a high enough percentage of passing students.

Goal 1: Academic Achievement

Benchmark Testing Results



This chart shows the number of students who passed the baseline or benchmark in Math.

Positives: We are doubling the number of students who are earning passing scores from one test to the other. We also see great improvement of the students in the youngest grades.

Growth: This is still not a high enough percentage of passing students.

Goal 2: Closing the Achievement Gap

Beat the Test Maker

We are currently taking weekly assessments on the testing strategies we are teaching. This gives students and teachers real time data to help them better understand what students are retaining and what needs to be retaught.

Week 1 Testing

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd Grade	31	0	0%	9	20%
4th Grade	27	0	0%	18	67%
5th Grade	28	0	0%	3	11%

Week 2 Testing

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd Grade	30	20	66%	4	13%
4th Grade	37	15	41%	13	35%
5th Grade	22	13	59%	8	36%

Goal 2: Closing the Achievement Gap

Attendance

Month	All Students	SPED
September	92.03	94.56
October	90.67	89.41
November	91.29	90.47
December	89.37	88.91
January	87.36	86.23

Students with Disabilities

Total Number of students	64
Initial Referrals	25
Outstanding IEP's	18

Suspension Data (OSS)

Category	YTD	% of School suspended	District Average
OSS Total	35	12%	38%
OSS SPED	23		
OSS due to Conduct	2		
OSS due to Violence	33		

The charts on this page cover various data points. The charts for attendance and students with disabilities are straight forward. The chart to the lower left is the suspension data. It is a great success that we are at 12% of our total population receiving suspension when our district is at 38% on average.

Note: This is the number of suspensions given taken as a percentage of the entire school body.

Goal 3: Efficiency

Positions Staffed/ Vacant

Position	Staffed	Vacant
PreK	6	0
K-1	6	0
GR 2-3	7	0
GR 4-5	8	0
12:1:1 (K-1)	2	0
12:1:1 (2-3)	2	0
School Aides	5.5	1
Gym	2	0
Art	2	0
Music	1	0
Student Services Co-ordinator	1	0
Sped Teacher	3	0
School Counselor	1	0
Reading Specialist	0	0
ELL Teacher	1	0
AP of Curriculum	1	0
AP of School Culture	1	0
Principal	1	0
AP of Ops.	1	0
Dir. of Finance	1	0
Total	54.5	

Staff Attrition

Staff Attrition 16/17 SY, Per Month		Staff Hires 16/17 SY, Per Month	
July	2	July	0
August	11	August	7
September	0	September	7
October	1	October	1
November	2	November	1
December	7	December	2
January	1	January	2
February	0	February	2

The chart above shows staff that left versus staff that was hired each month of the year.

The chart to the left explains the number of staff by title we currently are operating with and any necessary vacancies that currently exist. Please note that positions we DO NOT plan to fill have been removed as they are not current vacancies.

Goal 3: Efficiency

Student Enrollment Attrition

Students rolled over from 15/16 SY to 16/17 SY							Total	Enrollment
Pre-K to K	K to 1st	1st to 2nd	2nd to 3rd	3rd to 4th	4th to 5th			
48	49	50	46	49	41			283
Student Attrition (K-5) July 2016- February 2017								
K	1st	2nd	3rd	4th	5th	Gradu-ates		
8	16	14	9	11	14	38	**110**	173
Student Enrollment (K-5) July 2016-February 2017								
K	1st	2nd	3rd	4th	5th			
35	20	18	13	15	7		**108**	281
Current Enrollment 2/15/17								
K	1st	2nd	3rd	4th	5th			
56	49	49	50	50	27			**281**

The chart above summarizes for you what attrition and enrollment looks like across the year. We like all of the schools in our area struggle with that last portion of student we need to enroll. Currently we need 13 students. We are currently working to invite parents who have applied for next year to join us in the order that they apply. This has allowed us several new enrollees and we are hopeful for more.

Enrollment Target: 294 **Waitlist 2016-2017: 0**

Dates to Know

Mar. 4	Family Fun Day
Mar. 28-30	State Test Administration- 3-8 English Language Arts
Apr. 19-May 19	State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing
May 2-4	State Test Administration- 3-8 Mathematics
May 24- June 2	State Test Administration- Grade 4 Science Performance Test
June 5	State Test Administration- Grade 4 Science Written

Helping you to focus on what's important.
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT
experience. expertise. execution.

NYC Montessori Charter School

Monthly Financial Report
12/31/2016

NYC Montessori Charter School
Balance Sheet
As of 12/31/2016

ASSETS			
Current Assets			
Bank Accounts			
1000 Cash			
1010 Chase Operating Acct - 6538		716,421.49	
1011 Chase Debit Acct - 6520		41.99	
1012 Chase Savings Acct - 3601		1.00	
1013 Chase Escrow Acct - 6504		75,000.00	
Total 1000 Cash	**$**	**791,464.48**	
Total Bank Accounts	**$**	**791,464.48**	
Accounts Receivable			
1100 Accounts Receivable		0.00	
1101 Grants Receivable		38,430.00	
1103 Other Receivables		0.00	
Total 1100 Accounts Receivable	**$**	**38,430.00**	
Total Accounts Receivable	**$**	**38,430.00**	
Other Current Assets			
1200 Current Assets			
1201 Prepaid Expenses		130,982.26	Prepaid rent
1202 Prepaid Insurance		16,121.46	General Liability Insurances
1204 Sales Tax Receivable		35.85	
1205 Retainer Funds		5,151.50	Legal retainer
Total 1200 Current Assets	**$**	**152,291.07**	
1300 Due from South Bronx Overall Economic Dev Corp.		0.00	
1400 Undeposited Funds		0.00	
Total Other Current Assets	**$**	**152,291.07**	
Total Current Assets	**$**	**982,185.55**	
Fixed Assets			
Total 1500 Furniture, Fixtures & Equipment	**$**	**269,591.85**	
Total Fixed Assets	**$**	**269,591.85**	
Other Assets			
1700 Security Deposits		229,716.00	Lease and Con Ed. deposits
Total Other Assets	**$**	**229,716.00**	
TOTAL ASSETS	**$**	**1,481,493.40**	
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
2000 Accounts Payable		50,166.23	
Total Accounts Payable	**$**	**50,166.23**	
Other Current Liabilities			
2100 Accrued Expenses		14,500.00	PY Audit Fees
2200 Accrued Salaries		0.00	
2300 Unearned/Deferred Revenue		778,913.32	Per pupil for Jan. and Feb. 2017
2400 Refundable Advance		0.00	
Total Other Current Liabilities	**$**	**793,413.32**	
Total Current Liabilities	**$**	**843,579.55**	
Long-Term Liabilities			
2600 Deferred Rent		816,501.00	
2700 Loan Payable		0.00	
Total Long-Term Liabilities	**$**	**816,501.00**	
Total Liabilities	**$**	**1,660,080.55**	
Equity			
3000 Net Assets		-128,392.34	
Net Income		-50,194.81	
Total Equity	**-$**	**178,587.15**	
TOTAL LIABILITIES AND EQUITY	**$**	**1,481,493.40**	

NYC Montessori Charter School
Budget vs. Actuals SUMMARY
Fiscal Year Ending 6/30/2017

	Month:	12/31/2016		YTD through:	12/31/2016						
	Actual	Budget	*Variance*	Actual	Budget	*Variance*	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	*Variance*	Comments
Income											
4100 State Grants	360,478	469,574	*(109,096)*	2,377,896	2,706,766	*(328,870)*	2,943,393	5,321,289	5,640,606	*(319,317)*	Actuals behind budget due to decrease in student enrollment and attrition throughout the school year
4200 Federal Grants	40,712	21,195	*19,517*	98,357	84,780	*13,577*	142,871	241,228	264,471	*(23,243)*	Actuals behind budget due to decrease in final Title I, IIA, and Erate allocations for the school year
4300 Contributions	0	0	*0*	97	0	*97*	153	250	250	*0*	
4400 Miscellaneous Income	0	21	*(21)*	0	126	*(126)*	0	0	250	*(250)*	
Total Income	401,190	490,790	*(89,600)*	2,476,349	2,791,672	*(315,323)*	3,086,417	5,562,767	5,905,577	*(342,810)*	
Expenses											
5100 Administrative	59,745	66,100	*(6,355)*	363,310	378,416	*(15,106)*	329,321	692,631	792,685	*(100,054)*	Actuals ahead of budget due to resignations of Instructional Coach, AP of SpEd positons, and School Aide that will remain unfilled for the remainder of the year. The Security position was not hired, but provided through contracted services.
5200 Instructional Staff	139,048	155,428	*(16,380)*	627,512	699,426	*(71,914)*	968,337	1,595,849	1,628,257	*(32,408)*	Actuals ahead of budget due to terminations and maternity leaves. Staffing is complete for the school year and vacancies are expected to remain unfilled.
5300 Special Education	48,653	29,690	*18,963*	221,288	133,605	*87,683*	366,012	587,300	593,144	*(5,844)*	Actuals ahead of budget due to replacement hire at a lower salary
5400 Incentive	0	2,500	*(2,500)*	3,000	15,000	*(12,000)*	27,000	30,000	30,000	*0*	
5000 Compensation	247,445	253,718	*(6,273)*	1,215,111	1,226,447	*(11,336)*	1,690,670	2,905,781	3,044,086	*(138,305)*	Actuals ahead of budget based on current staff plan and vacancies expected to remain unfilled
5500 Benefits	54,880	49,424	*5,456*	232,365	296,544	*(64,179)*	341,447	573,812	593,092	*(19,280)*	Actuals ahead of budget due to expected savings on benefits from current providers
6100 Administrative Expenses	10,162	6,869	*3,293*	52,922	41,214	*11,708*	42,561	95,483	82,412	*13,071*	Actuals behind budget due to increase spending on non-capitalized purchases, subscriptions, Gen. Insurance premiums
6200 Professional Services	21,706	23,130	*(1,424)*	154,262	138,780	*15,482*	199,031	353,293	301,050	*52,243*	Actuals behind budget due to an increase in spending for security services, payroll fees, and financial services & annual report support
6300 Professional Development	2,429	6,458	*(4,029)*	45,265	38,748	*6,517*	32,235	77,500	77,500	*0*	
6400 Marketing and Staff/Student Rec	369	250	*119*	1,168	1,500	*(332)*	16,832	18,000	3,000	*15,000*	Actuals behind budget due to staff placement fee of SpEd teacher
7100 Curriculum & Classroom Expenses	707	12,270	*(11,563)*	26,677	66,942	*(40,265)*	52,549	79,226	130,533	*(51,307)*	Actuals ahead of budget due to a reduced spending plan
8100 Facility	125,458	118,514	*6,944*	735,216	711,084	*24,132*	765,939	1,501,155	1,422,183	*78,972*	Actuals behind budget due to accumulated and current year Property Taxes (still to be confirmed)
8200 Technology/Communication Expense	61	2,905	*(2,845)*	14,988	17,430	*(2,442)*	13,535	28,523	34,858	*(6,335)*	Actuals ahead of budget due to decrease in communication costs
8800 Miscellaneous Expenses	(6,873)	1,168	*(8,041)*	2,519	7,008	*(4,489)*	7,581	10,100	14,014	*(3,914)*	Actuals ahead of budget due to a decrease in bank and loan fees
8900 Depreciation Expenses	46,052	0	*46,052*	46,052	0	*46,052*	81,076	127,128	127,128	*0*	
Total Expenses	502,395	474,706	*27,689*	2,526,544	2,545,697	*(19,153)*	3,243,456	5,770,000	5,829,856	*(59,856)*	
Net Operating Income	(101,205)	16,084	*(117,289)*	(50,195)	245,975	*(296,170)*	(157,038)	(207,233)	75,721	*(282,954)*	
	-	-	-	-	-	-	-	-	-	(0)	
Fixed Assets											
1500 Assets	0	3,500	*(3,500)*	28,681	21,000	*7,681*	0	28,681	42,000	*(13,319)*	Actuals ahead of budget due sto decrease in capital

NYC Montessori Charter School
Budget vs. Actuals
Fiscal Year Ending 6/30/2017

	12/31/2016			YTD Through 12/31/2016						
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	Variance	Comments
Income											
4100 State Grants											
4101 Per Pupil Allocations	304,298	343,662	(39,364)	1,983,242	2,061,972	(78,730)	1,867,520	3,850,762	4,123,938	(273,176)	Budget: 294 / Current FTE 274.525
4101a Pre-K - Per Pupil Allocations	0	52,000	(52,000)	0	208,000	(208,000)	520,000	520,000	520,000	0	Budget: 52 students / Current enrollment 51
4102 Per Pupil Allocations for SPED	39,108	49,065	(9,957)	274,477	294,390	(19,913)	308,679	583,156	588,784	(5,628)	Budget: 9 students at 20-60% and 26 students at over 60% / Current 7.725 (20-60) and 26.40 (>60)
4103 NYSTL	0	2,447	(2,447)	0	9,788	(9,788)	18,120	18,120	17,126	995	FAMIS allocation - non cash
4104 NYSSL	0	629	(629)	0	2,516	(2,516)	4,660	4,660	4,404	256	FAMIS allocation - non cash
4105 NYSLIB	0	263	(263)	0	1,052	(1,052)	1,944	1,944	1,838	107	FAMIS allocation - non cash
4108 Rent Relief	17,072	21,508	(4,436)	120,176	129,048	(8,872)	96,050	216,226	258,097	(41,871)	Decrease in enrollment (5th Gd)
4110 Per Pupil - One time adjustment allocation	0	0	0	0	0	0	126,420	126,420	126,420	0	Est. $430 per student
Total 4100 State Grants	**360,478**	**469,574**	**(109,096)**	**2,377,896**	**2,706,766**	**(328,870)**	**2,943,393**	**5,321,289**	**5,640,606**	**(319,317)**	Actuals behind budget due to decrease in student enrollment and attrition throughout the school year
4200 Federal Grants											
4201 IDEA for Sp. Ed.	21,497	0	21,497	21,497	0	21,497	21,497	42,994	40,000	2,994	Based on actual payment
4202 E-Rate for Tech/Comm	0	0	0	0	0	0	6,076	6,076	12,524	(6,448)	Based on actual commitment (Cablevision $1457 and Broadview $4618)
4203 Title I	18,611	20,532	(1,921)	74,444	82,128	(7,684)	111,674	186,118	205,316	(19,198)	Based on final allocation
4204 Title IIA	604	663	(59)	2,416	2,652	(236)	3,624	6,040	6,631	(591)	Based on final allocation
Total 4200 Federal Grants	**40,712**	**21,195**	**19,517**	**98,357**	**84,780**	**13,577**	**142,871**	**241,228**	**264,471**	**(23,243)**	Actuals behind budget due to decrease in final Title I, IIA, and Erate allocations for the school year
4300 Contributions											
4302 Unrestricted Contributions	0	0	0	97	0	97	153	250	250	0	
Total 4300 Contributions	**0**	**0**	**0**	**97**	**0**	**97**	**153**	**250**	**250**	**0**	
4400 Miscellaneous Income											
4403 Misc. Income	0	21	(21)	0	126	(126)	0	0	250	(250)	
Total 4400 Miscellaneous Income	**0**	**21**	**(21)**	**0**	**126**	**(126)**	**0**	**0**	**250**	**(250)**	
Total Income	**401,190**	**490,790**	**(89,600)**	**2,476,349**	**2,791,672**	**(315,323)**	**3,086,417**	**5,562,767**	**5,905,577**	**(342,810)**	

NYC Montessori Charter School
Budget vs. Actuals
Fiscal Year Ending 6/30/2017

	12/31/2016			YTD Through 12/31/2016						
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	Variance	Comments
Expenses											
5000 Compensation											
5100 Administrative											
5101 Principal	12,083	12,083	0	77,708	72,498	5,210	72,500	150,208	145,000	5,208	
5102 AP of Operations	6,000	6,000	0	36,000	36,000	0	36,000	72,000	72,000	0	
5103 Operations Associates	9,671	3,013	6,658	31,163	18,078	13,085	39,578	70,741	36,153	34,588	
5105 Bus Matron	0	259	(259)	0	1,036	(1,036)	0	0	2,592	(2,592)	
5109 Director of Finance	6,000	6,000	0	36,000	36,000	0	36,000	72,000	72,000	0	
5111 Instructional Coach	736	6,375	(5,639)	32,611	28,688	3,923	0	32,611	76,500	(43,889)	
5112 AP of School Culture	6,000	6,000	0	36,231	36,000	231	36,000	72,231	72,000	231	
5113 AP of Instruction (DCI)	6,042	6,042	(0)	36,250	36,252	(2)	36,250	72,500	72,500	(0)	
5114 AP of Special Education	6,000	6,000	0	35,723	36,000	(277)	3,000	38,723	72,000	(33,277)	
5115 Director of Outreach	6,000	6,000	0	27,277	36,000	(8,723)	45,000	72,277	72,000	277	
5116 School Aide	1,213	5,403	(4,190)	14,348	24,314	(9,966)	24,993	39,341	64,840	(25,499)	
5117 Security	0	2,925	(2,925)	0	17,550	(17,550)	0	0	35,100	(35,100)	
Total 5100 Administrative	**59,745**	**66,100**	**(6,355)**	**363,310**	**378,416**	**(15,106)**	**329,321**	**692,631**	**792,685**	**(100,054)**	Actuals ahead of budget due to resignations of Instructional Coach, AP of SpEd positons, and School Aide that will remain unfilled for the remainder of the year. The Security position was not hired, but provided through contracted services.
5200 Instructional Staff											
5203 Classroom Teachers	55,050	78,894	(23,844)	272,153	355,023	(82,870)	408,251	680,404	738,797	(58,393)	
5204 Teaching Associates	57,719	55,538	2,181	236,470	249,921	(13,451)	363,275	599,745	572,513	27,232	
5209 PhysEd Teacher	8,438	8,438	0	37,973	37,971	2	63,288	101,260	101,260	0	
5210 Art Teacher	9,429	4,292	5,137	42,866	19,314	23,552	70,719	113,585	116,500	(2,915)	
5214 Afterschool	0	0	0	45	0	45	0	45	0	45	
5215 Culture Coordinator	3,071	2,925	146	13,962	13,163	799	22,751	36,713	35,100	1,613	
5216 French/Music Teacher	5,341	5,341	(0)	24,043	24,034	9	40,054	64,097	64,087	10	
Total 5200 Instructional Staff	**139,048**	**155,428**	**(16,380)**	**627,512**	**699,426**	**(71,914)**	**968,337**	**1,595,849**	**1,628,257**	**(32,408)**	Actuals ahead of budget due to terminations and maternity leaves. Staffing is complete for the school year and vacancies are expected to remain unfilled.
5300 Special Education											
5303 Special Education/ELL Teacher	43,509	24,546	18,963	197,905	110,457	87,448	327,436	525,341	531,422	(6,081)	
5305 Mental Health Counselor	5,144	5,144	(1)	23,383	23,148	235	38,576	61,959	61,722	237	
Total 5300 Special Education	**48,653**	**29,690**	**18,963**	**221,288**	**133,605**	**87,683**	**366,012**	**587,300**	**593,144**	**(5,844)**	Actuals ahead of budget due to replacement hire at a lower salary
5400 Incentive											
5401 Bonus	0	2,500	(2,500)	3,000	15,000	(12,000)	27,000	30,000	30,000	0	
Total 5400 Incentive	**0**	**2,500**	**(2,500)**	**3,000**	**15,000**	**(12,000)**	**27,000**	**30,000**	**30,000**	**0**	
Total 5000 Compensation	**247,445**	**253,718**	**(6,273)**	**1,215,111**	**1,226,447**	**(11,336)**	**1,690,670**	**2,905,781**	**3,044,086**	**(138,305)**	Actuals ahead of budget based on current staff plan and vacancies expected to remain unfilled
5500 Benefits											
5502 Social Security - EmployER Expense	14,941	15,728	(787)	72,245	94,368	(22,123)	107,914	180,158	188,733	(8,575)	Based on total compensation
5505 Medicare - EmployER Expense	3,494	3,678	(184)	16,896	22,068	(5,172)	25,238	42,134	44,139	(2,005)	Based on total compensation
5509 Metro NY-City Tax	0	1,268	(1,268)	1,649	7,608	(5,959)	12,880	14,529	15,220	(691)	Based on total compensation
5510 NY State Unemployment Insurance	2,811	0	2,811	25,209	0	25,209	0	25,209	0	25,209	Allocated to all inclusive payroll services
5511 Worker's Compensation Expense	1,912	0	1,912	7,429	0	7,429	11,005	18,434	0	18,434	Based on annual policy premium
5512 NY Disability	(147)	0	(147)	(580)	0	(580)	0	(580)	0	(580)	All inclusive benefits
5513 Medical Insurance	32,399	28,750	3,649	109,855	172,500	(62,645)	180,000	289,855	345,000	(55,145)	Est. $30K per month
5514 Dental Insurance	0	0	0	22	0	22	0	22	0	22	All inclusive benefits
5515 STD, LTD, Life Ins	107	0	107	2,079	0	2,079	720	2,799	0	2,799	Est. $120 p/mo.
5516 Vision Insurance	0	0	0	2	0	2	0	2	0	2	All inclusive benefits
5518 Retirement 401(K)/403(B) Clearing	(193)	0	(193)	(193)	0	(193)	193	0	0	0	clearing
5520 Retirement 401(K)/403(B) Fees	0	0	0	1,250	0	1,250	0	1,250	0	1,250	
5521 TransitChek Fees - Clearing	(444)	0	(444)	(3,497)	0	(3,497)	3,497	0	0	0	clearing
5522 Wage Garnishment - Clearing	0	0	0	0	0	0	0	0	0	0	clearing
Total 5500 Benefits	**54,880**	**49,424**	**5,456**	**232,365**	**296,544**	**(64,179)**	**341,447**	**573,812**	**593,092**	**(19,280)**	Actuals ahead of budget due to expected savings on benefits from current providers

NYC Montessori Charter School
Budget vs. Actuals
Fiscal Year Ending 6/30/2017

	12/31/2016			YTD Through 12/31/2016				Projected FYE	ANNUAL		
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	6/30/17	BUDGET	Variance	Comments
6100 Administrative Expenses											
6101 Office Supplies - General	687	1,667	(980)	11,315	10,002	1,313	8,685	20,000	20,000	0	
6102 Office Furniture (Non Asset)	0	145	(145)	1,303	870	433	0	1,303	1,741	(438)	no more spending
6103 Office Equipment (Non Asset)	0	0	0	3,179	0	3,179	2,000	5,179	0	5,179	Copier lease $2,500 p/quarter
6106 Postage and Delivery	300	170	130	1,405	1,020	385	1,000	2,405	2,035	370	
6107 Dues & Subscriptions	4,246	1,667	2,579	8,965	10,002	(1,037)	7,100	16,065	20,000	(3,935)	Based on subscriptions to date
6108 Team Building/Staff Lunch & App	87	625	(538)	7,592	3,750	3,842	4,908	12,500	7,500	5,000	Remaining - TBD
6109 Staff Travel	0	32	(32)	276	192	84	105	381	381	0	
6110 Insurance - General	2,687	2,317	370	15,437	13,902	1,535	17,213	32,650	27,800	4,850	Based on FY premiums
6111 School Events	2,156	246	1,910	3,450	1,476	1,974	1,550	5,000	2,955	2,045	
Total 6100 Administrative Expenses	**10,162**	**6,869**	**3,293**	**52,922**	**41,214**	**11,708**	**42,561**	**95,483**	**82,412**	**13,071**	Actuals behind budget due to increase spending on non-capitalized purchases, subscriptions, Gen. Insurance
6200 Professional Services											
6202 Audit Fees	0	0	0	0	0	0	23,500	23,500	23,500	0	
6203 Payroll Services	5,201	5,833	(632)	38,605	34,998	3,607	30,000	68,605	70,000	(1,395)	Est. $5K per month
6204 Legal Services - Paid	0	1,667	(1,667)	270	10,002	(9,733)	19,731	20,000	20,000	0	
6207 Financial Management Services	2,168	3,863	(1,696)	30,523	23,178	7,345	34,478	65,000	46,350	18,650	Based on contract ($60K) and Annual Report support ($5K)
6208 Custodian Services	10,417	10,517	(100)	62,500	63,102	(602)	62,500	125,000	126,200	(1,200)	Based on $10,416.66 per month
6210 Substitute Teacher Services	0	833	(833)	1,155	4,998	(3,843)	8,845	10,000	10,000	0	
6213 Temporary Staffing Services	0	0	0	1,088	0	1,088	0	1,088	0	1,088	did not budget, based on actual expenses
6218 NYCSI Services	0	417	(417)	5,000	2,502	2,498	0	5,000	5,000	0	
6222 Security Services	3,921	0	3,921	15,122	0	15,122	19,978	35,100	0	35,100	budget under compensation/ contracted not hired
Total 6200 Professional Services	**21,706**	**23,130**	**(1,424)**	**154,262**	**138,780**	**15,482**	**199,031**	**353,293**	**301,050**	**52,243**	Actuals behind budget due to an increase in spending for security services, payroll fees, and financial services &
6300 Professional Development											
6310 Staff Development											
6313 Instructional Staff PD	2,429	6,250	(3,821)	45,265	37,500	7,765	29,735	75,000	75,000	0	
6321 Board Expenses	0	208	(208)	0	1,248	(1,248)	2,500	2,500	2,500	0	
Total 6300 Professional Development	**2,429**	**6,458**	**(4,029)**	**45,265**	**38,748**	**6,517**	**32,235**	**77,500**	**77,500**	**0**	
6400 Marketing and Staff/Student Rec											
6402 Staff Recruiting	369	208	161	1,168	1,248	(80)	16,332	17,500	2,500	15,000	Staff placement fee (D. Bowers)
6405 Advertising	0	42	(42)	0	252	(252)	500	500	500	0	
Total 6400 Marketing and Staff/Student Rec	**369**	**250**	**119**	**1,168**	**1,500**	**(332)**	**16,832**	**18,000**	**3,000**	**15,000**	Actuals behind budget due to staff placement fee of SpEd
7100 Curriculum & Classroom Expenses											
7102 Classroom Supplies & Materials - General	656	3,333	(2,677)	12,565	19,998	(7,433)	15,000	27,565	40,000	(12,435)	
7104 Curriculum Textbooks & Other Curricula	0	833	(833)	8,436	4,998	3,438	700	9,136	10,000	(864)	
7107 Educational Materials - Special Education	0	172	(172)	0	1,032	(1,032)	2,060	2,060	2,060	0	
7108 NYSTL Expense	0	2,447	(2,447)	0	9,788	(9,788)	18,120	18,120	17,126	994	FAMIS allocation - non cash
7109 NYSSL Expense	0	629	(629)	0	2,516	(2,516)	4,660	4,660	4,404	256	FAMIS allocation - non cash
7110 NYSLIB Expense	0	263	(263)	0	1,052	(1,052)	1,944	1,944	1,838	106	FAMIS allocation - non cash
7111 Library Books	0	515	(515)	318	3,090	(2,772)	0	318	6,180	(5,862)	
7112 Standardized Test Materials/Assessment Expense	0	667	(667)	(522)	4,002	(4,524)	4,522	4,000	8,000	(4,000)	
7113 Art/Music Supplies	0	500	(500)	2,923	3,000	(77)	277	3,200	6,000	(2,800)	
7115 Sport Equipment	0	125	(125)	532	750	(218)	0	532	1,500	(968)	
7116 Student Field Trips	51	702	(651)	191	4,212	(4,021)	0	191	8,425	(8,234)	
7117 Food Service/School Meals	0	1,667	(1,667)	2,235	10,002	(7,767)	5,265	7,500	20,000	(12,500)	
7121 Science Supplies	0	417	(417)	0	2,502	(2,502)	0	0	5,000	(5,000)	
Total 7100 Curriculum & Classroom Expenses	**707**	**12,270**	**(11,563)**	**26,677**	**66,942**	**(40,265)**	**52,549**	**79,226**	**130,533**	**(51,307)**	Actuals ahead of budget due to a reduced spending plan

NYC Montessori Charter School
Budget vs. Actuals
Fiscal Year Ending 6/30/2017

	12/31/2016			YTD Through 12/31/2016						
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	Variance
8100 Facility										
8101 Rent	113,583	113,583	0	681,498	681,498	0	681,502	1,363,000	1,363,000	0
8101a Deferred Rent	0	(5,334)	5,334	0	(32,004)	32,004	(64,005)	(64,005)	(64,005)	0
8101b Property Taxes	0	0	0	0	0	0	95,819	95,819	0	95,819
8102 Utilities	5,471	8,007	(2,536)	37,331	48,042	(10,711)	42,000	79,331	96,088	(16,757)
8104 Repairs and Maintenance	6,084	2,083	4,001	15,480	12,498	2,982	9,520	25,000	25,000	0
8105 Miscellaneous Repairs	20	175	(155)	398	1,050	(652)	1,102	1,500	2,100	(600)
8106 Extermination Contract	300	0	300	510	0	510	0	510	0	510
Total 8100 Facility	**125,458**	**118,514**	**6,944**	**735,216**	**711,084**	**24,132**	**765,939**	**1,501,155**	**1,422,183**	**78,972**
8200 Technology/Communication Expense										
8201 Phone and Internet	(142)	309	(451)	792	1,854	(1,062)	1,950	2,742	3,708	(966)
8202 Mobile Phone Expense	203	430	(227)	1,345	2,580	(1,235)	1,800	3,145	5,165	(2,020)
8204 Network Maintenance/Tech Support Services	0	1,000	(1,000)	8,180	6,000	2,180	3,820	12,000	12,000	0
8205 Database Development Services (SIS)	0	692	(692)	4,340	4,152	188	3,965	8,305	8,305	0
8206 Website Consultants/Expenses	0	129	(129)	179	774	(595)	0	179	1,545	(1,366)
8207 Technology Supplies	0	345	(345)	152	2,070	(1,918)	2,000	2,152	4,135	(1,983)
Total 8200 Technology/Communication Expense	**61**	**2,905**	**(2,845)**	**14,988**	**17,430**	**(2,442)**	**13,535**	**28,523**	**34,858**	**(6,335)**
8800 Miscellaneous Expenses										
8801 Bank Service Charges	0	39	(39)	0	234	(234)	100	100	467	(367)
8802 Cash Flow Loan Interest/Fees	0	235	(235)	0	1,410	(1,410)	0	0	2,819	(2,819)
8804 Expense Suspense Account	(8,166)	61	(8,227)	346	366	(20)	(346)	0	728	(728)
8807 Sales Tax to be refunded	0	0	0	227	0	227	(227)	0	0	0
8808 Principal Discretionary	1,293	833	460	1,946	4,998	(3,052)	8,054	10,000	10,000	0
Total 8800 Miscellaneous Expenses	**(6,873)**	**1,168**	**(8,041)**	**2,519**	**7,008**	**(4,489)**	**7,581**	**10,100**	**14,014**	**(3,914)**
8900 Depreciation Expenses	**46,052**	**0**	**46,052**	**46,052**	**0**	**46,052**	**81,076**	**127,128**	**127,128**	**0**
Total Expenses	**502,395**	**474,706**	**27,689**	**2,526,544**	**2,545,697**	**(19,153)**	**3,243,456**	**5,770,000**	**5,829,856**	**(59,856)**
Net Operating Income	**(101,205)**	**16,084**	**(117,289)**	**(50,195)**	**245,975**	**(296,170)**	**(157,038)**	**(207,233)**	**75,721**	**(282,954)**
	-	-		0	-					
Fixed Assets										
1500 Assets										
1510 Computers and Hardware (office)	-	-	0	2,456	-	2,456	-	2,456	-	2,456
1511 Computers and Hardware (pupil)	-	3,500	(3,500)	18,968	21,000	(2,032)	-	18,968	42,000	(23,032)
1512 Furniture (Office)	-	-	0	-	-	0	-	-	-	-
1513 Furniture (Pupil)	-	-	0	5,576	-	5,576	-	5,576	-	5,576
1514 Equipment (Office)	-	-	0	1,680	-	1,680	-	1,680	-	1,680
1516 Software	-	-	0	-	-	0	-	-	-	-
1518 Leashold Improvements	-	-	0	-	-	0	-	-	-	-
1519 Website	-	-	0	-	-	0	-	-	-	-
1520 Architect Expenses	-	-	0	-	-	0	-	-	-	-
Total 1500 Assets	**-**	**3,500**	**(3,500)**	**28,681**	**21,000**	**7,681**	**-**	**28,681**	**42,000**	**(13,319)**

Comments
Actuals behind budget due to accumulated and current year Property Taxes (still to be confirmed)
Cablevision $125 / InfoHighway $200
Actuals ahead of budget due to decrease in communication
do not anticipate any interest fees on lease Expenses will be coded to correct categories. Submit for refund
Actuals ahead of budget due to a decrease in bank and loan
Actuals ahead of budget due sto decrease in capital

NEW YORK CITY MONTESSORI CHARTER SCHOOL
CASH FLOW PROJECTIONS

	Annual Budget	Remaining	JAN	FEB	MAR	APR	MAY	JUN
Beginning Cash Balance (Operating Account)	$ -		$ 716,464	$ 261,519	$ 552,576	$ 481,262	$ 785,903	$ 336,846
Projected Cash Receipts from Operations (below)	5,905,577	3,086,417	26	757,442	381,204	757,442	26	254,145
Projected Cash Disbursements from Operations (below)	(5,829,856)	(3,243,456)	(454,971)	(451,885)	(452,518)	(452,801)	(449,083)	(343,553)
Net Cash from Operations	75,721	(157,038)	261,519	567,076	481,262	785,903	336,846	247,438
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)								
Cash Disbursements for Accounts Payable & Accrued Expenses				(14,500)				
Capital Expenditures (below)								
Reserve Savings Account								
Other								
Other								
Ending Cash Balance (Operating Account)	$ 75,721	$ (157,038)	$ 261,519	$ 552,576	$ 481,262	$ 785,903	$ 336,846	$ 247,438
Other Cash Accounts (Net of Transfers)			75,000	75,000	75,000	75,000	75,000	75,000
Total Cash (All Accounts)	$ 75,721	$ (157,038)	$ 336,519	$ 627,576	$ 556,262	$ 860,903	$ 411,846	$ 322,438
Cash Receipts from Operations								
4100 State Grants								
4101 Per Pupil Allocations	4,123,938	1,867,520		622,507		622,507		
4101a Pre-K - Per Pupil Allocations	520,000	520,000			312,000			208,000
4102 Per Pupil Allocations for SPED	588,784	308,679		102,893		102,893		
4103 NYSTL	17,126	18,120						
4104 NYSSL	4,404	4,660						
4105 NYSLIB	1,838	1,944						
4108 Rent Relief	258,097	96,050		32,017		32,017		
4110 Per Pupil - One time adjustment allocation	126,420	126,420						
Total 4100 State Grants	5,640,606	2,943,393	-	757,416	312,000	757,416	-	208,000
4200 Federal Grants								
4201 IDEA for Sp. Ed.	40,000	21,497						
4202 E-Rate for Tech/Comm	12,524	6,076						
4203 Title I	205,316	111,674	-	-	67,004	-	-	44,670
4204 Title IIA	6,631	3,624	-	-	2,174	-	-	1,450
Total 4200 Federal Grants	264,471	142,871	-	-	69,179	-	-	46,119
4300 Contributions								
4302 Unrestricted Contributions	250	153	26	26	26	26	26	26
Total 4300 Contributions	250	153	26	26	26	26	26	26
4400 Miscellaneous Income								
4402 Revenue Suspense Account	-	-						
4403 Misc. Income	250	-	-	-	-	-	-	-
Total 4400 Miscellaneous Income	250	-	-	-	-	-	-	-
Total Cash Receipts from Operations	5,905,577	3,086,417	26	757,442	381,204	757,442	26	254,145
	-	-						
Cash Disbursements from Operations								
Total 5000 Compensation	3,044,086	1,690,670	234,015	231,161	231,746	230,158	228,570	228,570
5500 Benefits								
5502 Social Security - EmployER Expense	188,733	107,914	14,509	14,332	14,368	14,270	14,171	14,171
5505 Medicare - EmployER Expense	44,139	25,238	3,393	3,352	3,360	3,337	3,314	3,314
5509 Metro NY-City Tax	15,220	12,880	1,170	1,156	1,159	1,151	1,143	1,143
5510 NY State Unemployment Insurance	-	-	-	-	-	-	-	-
5511 Worker's Compensation Expense	-	11,005	1,834	1,834	1,834	1,834	1,834	1,834
5512 NY Disability	-	-	-	-	-	-	-	-
5513 Medical Insurance	345,000	180,000	30,000	30,000	30,000	30,000	30,000	30,000
5514 Dental Insurance	-	-	-	-	-	-	-	-
5515 STD, LTD, Life Ins	-	720	120	120	120	120	120	120
5516 Vision Insurance	-	-	-	-	-	-	-	-
5518 Retirement 401(K)/403(B) Clearing	-	193						
5520 Retirement 401(K)/403(B) Fees	-	-	-	-	-	-	-	-
5521 TransitChek Fees - Clearing	-	3,497	583	583	583	583	583	583
5522 Wage Garnishment - Clearing	-	-	-	-	-	-	-	-
Total 5500 Benefits	593,092	341,447	51,609	51,377	51,424	51,295	51,165	51,165
6100 Administrative Expenses								
6101 Office Supplies - General	20,000	8,685	1,448	1,448	1,448	1,448	1,448	1,448
6102 Office Furniture (Non Asset)	1,741	-	-	-	-	-	-	-

NEW YORK CITY MONTESSORI CHARTER SCHOOL
CASH FLOW PROJECTIONS

6103 Office Equipment (Non Asset)	-	2,000				2,000		
6106 Postage and Delivery	2,035	1,000	167	167	167	167	167	167
6107 Dues & Subscriptions	20,000	7,100						
6108 Team Building/Staff Lunch & App	7,500	4,908	818	818	818	818	818	818
6109 Staff Travel	381	105	17	17	17	17	17	17
6110 Insurance - General	27,800	17,213	-	-	-	-	-	-
6111 School Events	2,955	1,550	258	258	258	258	258	258
Total 6100 Administrative Expenses	82,412	42,561	2,708	2,708	2,708	4,708	2,708	2,708
6200 Professional Services								
6202 Audit Fees	23,500	23,500						
6203 Payroll Services	70,000	30,000	5,000	5,000	5,000	5,000	5,000	5,000
6204 Legal Services - Paid	20,000	19,731	3,288	3,288	3,288	3,288	3,288	3,288
6207 Financial Management Services	46,350	34,478	5,746	5,746	5,746	5,746	5,746	5,746
6208 Custodian Services	126,200	62,500	10,417	10,417	10,417	10,417	10,417	10,417
6210 Substitute Teacher Services	10,000	8,845	1,474	1,474	1,474	1,474	1,474	1,474
6218 NYCSI Services	5,000	-	-	-	-	-	-	-
6222 Security Services	-	19,978	3,330	3,330	3,330	3,330	3,330	3,330
Total 6200 Professional Services	301,050	199,031	29,255	29,255	29,255	29,255	29,255	29,255
6300 Professional Development								
6313 Instructional Staff PD	75,000	29,735	4,956	4,956	4,956	4,956	4,956	4,956
6321 Board Expenses	2,500	2,500	417	417	417	417	417	417
Total 6300 Professional Development	77,500	32,235	5,373	5,373	5,373	5,373	5,373	5,373
6400 Marketing and Staff/Student Rec								
6402 Staff Recruiting	2,500	16,332	2,722	2,722	2,722	2,722	2,722	2,722
6405 Advertising	500	500	83	83	83	83	83	83
Total 6400 Marketing and Staff/Student Rec	3,000	16,832	2,805	2,805	2,805	2,805	2,805	2,805
6500 Fundraising Expenses								
6502 Events	-	-	-	-	-	-	-	-
Total 6500 Fundraising Expenses	-	-	-	-	-	-	-	-
7100 Curriculum & Classroom Expenses								
7101 Classroom Supplies & Materials - Montessori	-	-	-	-	-	-	-	-
7102 Classroom Supplies & Materials - General	40,000	15,000	2,500	2,500	2,500	2,500	2,500	2,500
7104 Curriculum Textbooks & Other Curricula	10,000	700	117	117	117	117	117	117
7107 Educational Materials - Special Education	2,060	2,060	343	343	343	343	343	343
7108 NYSTL Expense	17,126	18,120						
7109 NYSSL Expense	4,404	4,660						
7110 NYSLIB Expense	1,838	1,944						
7111 Library Books	6,180	-	-	-	-	-	-	-
7112 Standardized Test Materials/Assessment Expense	8,000	4,522	754	754	754	754	754	754
7113 Art/Music Supplies	6,000	277	46	46	46	46	46	46
7115 Sport Equipment	1,500	-	-	-	-	-	-	-
7116 Student Field Trips	8,425	-	-	-	-	-	-	-
7117 Food Service/School Meals	20,000	5,265	878	878	878	878	878	878
7121 Science Supplies	5,000	-	-	-	-	-	-	-
Total 7100 Curriculum & Classroom Expenses	130,533	52,549	4,637	4,637	4,637	4,637	4,637	4,637
8100 Facility								
8101 Rent	1,363,000	681,502	113,583	113,584	113,584	113,584	113,584	-
8101a Deferred Rent	(64,005)	(64,005)	-	-	-	-	-	-
8101b Property Taxes	-	95,819	-	-	-	-	-	-
8102 Utilities	96,088	42,000	7,000	7,000	7,000	7,000	7,000	7,000
8104 Repairs and Maintenance	25,000	9,520	1,587	1,587	1,587	1,587	1,587	1,587
8105 Miscellaneous Repairs	2,100	1,102	184	184	184	184	184	184
8106 Extermination Contract	-	-	-	-	-	-	-	-
Total 8100 Facility	1,422,183	765,939	122,353	122,354	122,354	122,354	122,354	8,770
8200 Technology/Communication Expense								
8201 Phone and Internet	3,708	1,950	325	325	325	325	325	325
8202 Mobile Phone Expense	5,165	1,800	300	300	300	300	300	300
8204 Network Maintenance/Tech Support Services	12,000	3,820	637	637	637	637	637	637
8205 Database Development Services (SIS)	8,305	3,965	661	661	661	661	661	661
8206 Website Consultants/Expenses	1,545	-	-	-	-	-	-	-
8207 Technology Supplies	4,135	2,000	333	333	333	333	333	333
Total 8200 Technology/Communication Expens	34,858	13,535	2,256	2,256	2,256	2,256	2,256	2,256
8800 Miscellaneous Expenses								
8801 Bank Service Charges	467	100	17	17	17	17	17	17
8802 Cash Flow Loan Interest/Fees	2,819	-	-	-	-	-	-	-

NEW YORK CITY MONTESSORI CHARTER SCHOOL
CASH FLOW PROJECTIONS

8804 Expense Suspense Account	728	(346)	(58)	(58)	(58)	(58)	(58)	(58)
8807 Sales Tax to be refunded	-	(227)	-	-	-	-	-	-
8808 Principal Discretionary	10,000	8,054						8,054
Total 8800 Miscellaneous Expenses	14,014	7,581	(41)	(41)	(41)	(41)	(41)	8,013
8900 Depreciation Expenses	127,128	81,076						
Total Cash Disbursements from Operations	**5,829,856**	**3,243,456**	**454,971**	**451,885**	**452,518**	**452,801**	**449,083**	**343,553**
Net Cash from Operations	**75,721**	**(157,038)**	**(454,945)**	**305,557**	**(71,314)**	**304,641**	**(449,057)**	**(89,408)**
	-	-						
Fixed Assets								
1500 Assets								
1510 Computers and Hardware (office)	-	-						
1511 Computers and Hardware (pupil)	42,000	-						
1512 Furniture (Office)	-	-						
1513 Furniture (Pupil)	-	-						
1514 Equipment (Office)	-	-						
1516 Software	-	-						
1518 Leashold Improvements	-	-						
1519 Website	-	-						
1520 Architect Expenses	-	-						
Total 1500 Assets	**42,000**	-	-	-	-	-	-	-
	-							

new york city
montessori
charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL (NYCMCS)
BOARD OF TRUSTEES MEETING

423 E. 138th Street, Bronx, New York 10454
March 22, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—February 2017 (2 minutes)

IV. Principal's Report (30 minutes)

V. Committee or Task Force Reports & Discussion (30 minutes)

- Building and Grounds Committee
- Education Committee
- Family Association
- Finance Committee

VI. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

February 15, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Ayca Ergeneman, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:45 p.m.

II. The Minutes of the January 25, 2016 meeting were approved.

III. Update—Principal Evaluation Form & Evaluation Process—The process that follows was presented and agreed upon regarding the Principal's evaluation. It is to be submitted to the Board for approval.

--February 21, 2017 – Distribution of Surveys to Stakeholders Other than Parents. For parent feedback, it was decided that we would use parents' completed School Culture and Climate Surveys, which were recently returned and may continue to come in through March 7.
--March 7, 2017 – Due Date for Return of Surveys from Stakeholders
--March 14, 2017 – Summation of Surveys
--March 28, 2017 – Education Committee Draft of Evaluation
--April 19, 2017 – Board of Trustees Completion of Evaluation

IV. Additional Principal Metrics for Board Monitoring—Maria Keane distributed a draft template for the Principal's Report. Discussion ensued. It was determined that Maria Keane and the Principal will create a proposed template that will include additional metrics against which the school will be evaluated by merging the metrics included in the current Principal's Report, Ms. Keane's draft and the prior Principal's template, to the extent appropriate.

V. Corrective Action Plan Status & Analysis of Student Academic Data—Principal Hayes provided the committee with an update. Discussion ensued. It was reported that the school is making progress in addressing the issues noted in the

Corrective Action Plan and in preparing the students for the upcoming state tests.

VI. Recommendations for Consideration by Board of Trustees for Next Quarter & Next Academic Year—Principal Hayes reported that more special education teachers are needed as more students enrolling in the school are special education students. It was determined that the Principal will assess the school's needs and present a more detailed request as appropriate.

VII. Adjournment—The meeting adjourned at 4:38 p.m.

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VII. Adjournment—The meeting adjourned at 4:38 p.m.

NYC Montessori Charter School Board Deck

March 15, 2017

Operations

Monthly Enrollment

Grade	Current Enrolment	Waitlist	New this Month	Attrition this month	Total Seats Available
All	325				
PreK	48	0	0	0	4
K	56	0	0	0	+4
1	46	0	0	1	6
2	48	0	0	0	4
3	50	0	0	0	2
4	49	0	0	0	3
5	27	0	0	0	3

Monthly Enrollment Targets

	Current # Students	Current % students	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

*Economically Disadvantaged= ED

Monthly Retention Targets

	Current Retention (# Students)	Current Retention (% of students)	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

Monthly Staffing Update

	2015-2016	March 2017	Current YTD
Administrators			
# Total	8	8	8
Hires	2	0	0
Attrition	2	0	4
Attrition at years' end	3	N/A	N/A
Vacancies	2	0	0
Explanation			
Teachers			
# Total	46	42	42
Hires	31	0	15
Attrition	8	0	17
Attrition at years' end	8	N/A	N/A
Vacancies			
Explanation			
Other Staff			
# Total	1	5	5
Hires	2	0	0
Attrition	0	0	3
Attrition at years' end		N/A	N/A
Vacancies	0	0	0
Explanation	Lunch Aid/Ops. Associate/Mental Health Counselor		

Monthly Teachers by Area

Area	# Total	Vacancy	Hired this month	Attrition this month
Gen Ed	10	2	0	0
SPED	7	2	0	0
Specials	6	2	0	0
TA	20	1	0	0

Monthly Teachers By Grade

Grade	# Total	Vacancy	Hired this month	Attrition this month
PreK	6	1	0	0
K	11	0	0	0
1	"			
2	10	0	0	0
3	"			
4	8	0	0	0
5	"			

Instruction

ESEA Annual Accountability Designation

Current Designation	Minimum Expectation	Target
Priority	Good Standing	Reward

Annual Similar Schools Comparison: Math

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	14	11	41	75	100
ED	11	10	48	75	100
ELL	2	10	10	75	100
SPED	4	13	35	75	100

Annual Similar Schools Comparison: ELA

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	15	11	41	75	100
ED	11	10	51	75	100
ELL	3	20	9	75	100
SPED	2	6	20	75	100

Quarterly Teacher Effectiveness Update

	Leads	TAs	Specials	Total
Green	10	12	2	24
Yellow	1	4	3	8
Red	3	1	0	4

Annual State Test Proficiency: Math

	# students 3/4	% students 3/4	Dist. Average	State Average
All	14	11.2	36.4	39.1
ED	11	10	30	28
ELL	2	10	39.1	39.1
SPED	4	13	11	45
Grade 3	6	6.1	41	44.1
Grade 4	5	13.1	41.4	44.7
Grade 5	3	7.8	37.5	40.1

Annual State Test Proficiency: ELA

	# students 3/4	% students 3/4	Dist. Average	State Average
All	15	12	38	37.9
ED	11	10	31	27
ELL	3	15	37.9	37.9
SPED	2	6	9	44.1
Grade 3	6	12.5	40.9	41.9
Grade 4	5	13.5	41.4	40.8
Grade 5	3	7.69	34.1	33.5

Monthly Intervention Update

Week 3

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	46	7	15.2	23	50
4th	44	5	11.3	11	25
5th	21	4	19	10	47

Week 4

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	48	11	22.9	18	37
4th	47	13	27.6	19	40
5th	25	21	84	3	12

Week 5

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	44	31	70.4	8	18
4th	45	18	40	19	42
5th	23	14	60	7	30

23

Instruction (continued)

Annual Similar Schools Comparison: Science

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	0	0	72	75	100
ED	0	0	11	75	100
ELL	0	0	12	75	100
SPED	0	0	50	75	100

Annual Trending Toward Proficiency: Math

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	18	14	0	0	75%	100%
ED	14	11	0	0	75%	100%
ELL	NA	2	2	1	75%	100%
SPED	2	4	2	3.6	75%	100%

Annual Trending Toward Proficiency: ELA

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	5	15	9	4.5	75%	100%
ED	4	11	7	3.7	75%	100%
ELL	NA	3	3	NA	75%	100%
SPED	0	2	2	NA	75%	100%

Culture

Monthly Attendance Update

Month	All Students	SPED
September	92.03	94.56
October	90.67	89.41
November	91.29	90.47
December	89.37	88.91
January	87.36	86.23
February	88.86%	85.18%

Monthly Suspension Data

Category	YTD	% of School suspended	District Average
OSS Total	48	17%	38%
OSS SPED	21	7%	
OSS due to Conduct	4	1%	
OSS due to Violence	44	15%	

Culture Calendar

Date	Activity
March 4	Family Fun Day
March 27	ELA Test Prep Rally Grades 3/4/5
March 31	Drop Everything & Read Event
April 28	Math Test Prep Rally Grades 3/4/5

Calendar

Date	Activity
Mar. 28-30	State Test Administration- 3-8 English Language Arts
Apr. 19-May 19	State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing
May 2-4	State Test Administration- 3-8 Mathematics
May 24- June 2	State Test Administration- Grade 4 Science Performance Test
June 5	State Test Administration- Grade 4 Science Written

Special Education

Monthly SPED Caseload Update

Total SPED Students	Current	Previous	Change
Initial Referrals	26	22	4
Outstanding IEP's	15	18	3
New < 20	26	26	0
New 20-60	6	6	0
New >60	33	28	4

Finance

Budget Thumbnail - Month

	Current Month (Budgeted)	Current Month (Actual)	Surplus (Shortfall)
Revenues	$490,785.00	$374,427.80	($116,357.20)
Expenses	$474,701.00	$167,914.17	($306,786.83)
Net	$16,084.00	$206,513.63	

Budget Thumbnail - YTD

	YTD (Budgeted)	YTD (Actual)	Current Surplus (Shortfall)
Revenues	$5,905,328.00	$4,116,146.53	($1,789,181.47)
Expenses	$5,829,856.00	$3,696,284.83	($2,133,571.17)
Net	$75,472.00	$419,861.70	$344,389.70

NYC Montessori Charter School

Monthly Financial Report

2/28/17

NYC Montessori Charter School
Balance Sheet
As of 2/28/17

ASSETS			
Current Assets			
Bank Accounts			
1000 Cash			
1010 Chase Operating Acct - 6538		624,588.80	
1011 Chase Debit Acct - 6520		4,385.27	
1012 Chase Savings Acct - 3601		1.00	
1013 Chase Escrow Acct - 6504		75,000.00	
Total 1000 Cash	$	**703,975.07**	
Total Bank Accounts	$	**703,975.07**	
Accounts Receivable			
1100 Accounts Receivable		162.00	
1101 Grants Receivable		64,682.81	
1103 Other Receivables		0.00	
Total 1100 Accounts Receivable	$	**64,844.81**	
Total Accounts Receivable	$	**64,844.81**	
Other Current Assets			
1200 Current Assets			
1201 Prepaid Expenses		124,165.59	Rent / AMS Conference
1202 Prepaid Insurance		11,368.80	General Liability Insurances
1204 Sales Tax Receivable		0.00	
1205 Retainer Funds		5,151.50	Legal retainer
Total 1200 Current Assets	$	**140,685.89**	
1300 Due from South Bronx Overall Economic Dev Corp.		0.00	
1400 Undeposited Funds		0.00	
Total Other Current Assets	$	**140,685.89**	
Total Current Assets	$	**909,505.77**	
Fixed Assets			
1500 Furniture, Fixtures & Equipment			
1510 Computers and Hardware (Office)		25,008.46	
1511 Computers and Hardware (Pupil)		84,673.76	
1512 Furniture (Office)		30,021.12	
1513 Furniture (Pupil)		227,664.04	
1514 Equipment (Office)		58,541.65	
1515 Equipment (Pupil)		13,162.40	
1516 Software		2,126.26	
1518 Leasehold Improvements		226,100.16	
1519 Website		1,200.00	
1520 Architect Expenses		9,000.00	
1600 Accumulated Depreciation			
1610 Accum. Depr. - Comp. & Hardware (Office)		-19,948.50	
1611 Accum. Depr. - Comp. & Hardware (Pupil)		-50,473.50	
1612 Accum. Depr. - Furniture (Office)		-22,479.00	
1613 Accum. Depr. - Furniture (Pupil)		-154,610.50	
1614 Accum. Depr. - Equipment (Office)		-56,610.50	
1615 Accum. Depr. - Equipment (Pupil)		-10,724.00	
1616 Accum. Depr. - Software		-2,126.00	
1618 Accum. Depr. - Leasehold Improvements		-90,332.50	
1619 Accum. Amort. - Website		-1,016.50	
1620 Accum Amor - Architect Expenses		-3,500.00	
Total 1600 Accumulated Depreciation	-$	**411,821.00**	
Total 1500 Furniture, Fixtures & Equipment	$	**265,676.85**	
Total Fixed Assets	$	**265,676.85**	
Other Assets			
1700 Security Deposits		229,716.00	Lease and Con Ed. deposits
Total Other Assets	$	**229,716.00**	
TOTAL ASSETS	$	**1,404,898.62**	
LIABILITIES AND EQUITY			
Liabilities			

Current Liabilities			
Accounts Payable			
2000 Accounts Payable		104,364.56	
Total Accounts Payable	**$**	**104,364.56**	
Other Current Liabilities			
2100 Accrued Expenses		0.00	
2200 Accrued Salaries		0.00	
2300 Unearned/Deferred Revenue		756,021.23	Per pupil for March and April 2017
2400 Refundable Advance		0.00	
Total Other Current Liabilities	**$**	**756,021.23**	
Total Current Liabilities	**$**	**860,385.79**	
Long-Term Liabilities			
2600 Deferred Rent		816,501.00	
2700 Loan Payable		0.00	
Total Long-Term Liabilities	**$**	**816,501.00**	
Total Liabilities	**$**	**1,676,886.79**	
Equity			
3000 Net Assets		-128,392.34	
Net Income		-143,595.83	
Total Equity	**-$**	**271,988.17**	
TOTAL LIABILITIES AND EQUITY	**$**	**1,404,898.62**	

NYC Montessori Charter School
Budget vs. Actuals SUMMARY
Fiscal Year Ending 6/30/2017

	Month:	2/28/17		YTD through:	2/28/17						
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	Variance	Comments
Income											
4100 State Grants	470,708	469,574	1,134	3,227,312	3,645,914	-418,602	2,103,484	5,330,796	5,640,606	-309,810	Actuals behind budget due to decrease in student enrollment and attrition throughout the school year
4200 Federal Grants	20,253	21,195	-942	132,717	127,170	5,547	108,511	241,228	264,471	-23,243	Actuals behind budget due to decrease in final Title I, IIA, and Erate allocations for the school year
4300 Contributions	0	21	-21	97	168	-71	153	250	250	0	-
4400 Miscellaneous Income	0	0	0	0	0	0	0	0	0	0	-
Total Income	**490,961**	**490,790**	**171**	**3,360,125**	**3,773,252**	-413,127	**2,212,148**	**5,572,274**	**5,905,327**	-333,053	
Expenses											
5100 Administrative	51,939	66,100	-14,161	473,428	510,616	-37,188	209,724	683,152	792,685	-109,533	Actuals ahead of budget due to resignations of Instructional Coach, AP of SpEd positons, and School Aide that will remain unfilled for the remainder of the year. The Security position was not hired, but provided through contracted services.
5200 Instructional Staff	137,653	155,428	-17,775	897,342	1,010,282	-112,940	698,415	1,595,757	1,628,257	-32,500	Actuals ahead of budget due to terminations and maternity leaves. Staffing is complete for the school year and vacancies are expected to remain unfilled.
5300 Special Education	43,637	29,690	13,947	308,562	192,985	115,577	274,946	583,508	593,144	-9,636	Actuals ahead of budget due to replacement hire at a lower salary
5400 Incentive	1,000	2,500	-1,500	4,000	20,000	-16,000	4,000	8,000	30,000	-22,000	-
5000 Compensation	**234,229**	**253,718**	-19,489	**1,683,333**	**1,733,883**	-50,551	**1,187,084**	**2,870,417**	**3,044,086**	-173,669	Actuals ahead of budget based on current staff plan and vacancies expected to remain unfilled
5500 Benefits	51,041	49,424	1,617	339,042	395,392	-56,350	220,269	559,311	593,092	-33,781	Actuals ahead of budget due to expected savings on benefits from current providers
6100 Administrative Expenses	7,412	6,869	543	69,900	54,952	14,948	30,404	100,304	82,412	17,892	Actuals behind budget due to increase spending on non-capitalized purchases, subscriptions, Gen. Insurance premiums, copier lease and overage fees
6200 Professional Services	13,644	23,130	-9,486	188,419	185,040	3,379	135,364	323,783	301,050	22,733	Actuals behind budget due to an increase in spending for security services, payroll fees, and financial services & annual report support
6300 Professional Development	0	6,458	-6,458	51,865	51,664	201	135	52,000	77,500	-25,500	Actuals ahead of budget due to a reduced spending plan
6400 Marketing and Staff/Student Rec	160	250	-90	16,731	2,000	14,731	1,269	18,000	3,000	15,000	Actuals behind budget due to staff placement fee of SpEd teacher
7100 Curriculum & Classroom Expenses	401	12,270	-11,869	30,370	91,482	-61,112	45,095	75,465	130,533	-55,068	Actuals ahead of budget due to a reduced spending plan
8100 Facility	195,573	118,514	77,059	1,054,247	948,112	106,135	432,876	1,487,123	1,422,183	64,940	Actuals behind budget due to accumulated and current year Property Taxes
8200 Technology/Communication Expense	857	2,905	-2,048	20,947	23,240	-2,293	6,325	27,272	34,858	-7,586	Actuals ahead of budget due to decrease in communication costs
8800 Miscellaneous Expenses	1	1,168	-1,167	2,817	9,344	-6,527	-216	2,601	14,014	-11,413	Actuals ahead of budget due to a decrease in bank, loan fees, and discretionary spending
8900 Depreciation Expenses	0	0	0	46,052	0	46,052	48,948	95,000	127,127	-32,127	lower than budget
Total Expenses	**503,318**	**474,706**	28,612	**3,503,721**	**3,495,109**	8,612	**2,107,554**	**5,611,275**	**5,829,855**	-218,580	
Net Operating Income	-12,357	**16,084**	-28,441	-143,596	**278,143**	-421,739	**104,595**	-39,001	**75,472**	-114,473	
Fixed Assets											
1500 Assets	**0**	**3,500**	-3,500	**24,766**	**21,000**	3,766	**0**	**24,766**	**42,000**	-17,234	Actuals ahead of budget due sto decrease in capital spending

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

March 22, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Ayca Ergeneman, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:40 p.m.

II. The Minutes of the February 15, 2017 meeting were approved.

III. Update—Principal Evaluation Form & Evaluation Process—It was confirmed that the process and timeline for the Principal evaluation had been approved at the last Board meeting. However, it was revealed that the surveys had not been circulated and thus, the summation of surveys could not be completed. By common consent the timeline was modified as follows (*in boldface type*).

- **March 21, 2017** – The surveys to Stakeholders were distributed via e-mail. A survey was distributed, however, if a small return is collected, it was decided that we would use the parents' completed School Culture and Climate Surveys, which were recently returned to the school.
- **March 28, 2017** – Due Date for Return of Surveys from Stakeholders
- **April 3, 2017** – Summation of Surveys
- **April 6, 2017** – Education Committee Draft of Evaluation
- April 19, 2017 – Board of Trustees Completion of Evaluation

IV. Revised Principal Dashboard for Board Monitoring—Kudos were offered to Maria Keane and Principal Hayes in developing a revised Dashboard template. It was agreed that the metrics used reflected the data needed for monitoring based upon what SED required.

It was agreed that the new document would be used as a pilot and adjustments would be made as needed. Principal Hayes was requested to add to the document the benchmark ELA and Math test scores and the latest ELA and Math

test scores so that a comparison could be drawn. It was indicated that if this information had been provided on the draft Dashboard template, that it was unclear.

V. Corrective Action Plan Status & Analysis of Student Academic Data—Principal Hayes indicated that the update was the same as reported at the last meeting: the school is making progress in addressing the issues noted in the Corrective Action Plan and in preparing the students for the upcoming state tests.

As an update, Denise Clay reminded the committee members that state test administration would take place as follows:

- March 28-30, 2017 – ELA
- April 19-May 19, 2017 – NYSESLAT Speaking, Listening, Reading, & Writing
- May 2-4, 2017 – Mathematics
- May 24-June 2, 2017 – Grade 4 Science Performance Test
- June 5, 2017 – Grade 4 Science Written

Discussion ensued. The committee surmised that based upon the data that had been provided to the Committee, students are on an upward trajectory as it relates to performing on the state test in ELA, but not doing as well in Math. The Education Committee requested that Kim Smaw, Assistant Principal for Curriculum, Instruction, and Assessment, provide to the Committee a written statement regarding the strategies that will be employed to address these trends going forward. It was clarified that all internal testing activities have been administered to monitor the progress of students. In this area, progress has been recognized on the internal exams as an outcome. Ms. Smaw's response is attached to these Minutes.

VI. Recommendations for Consideration by Board of Trustees for Next Quarter & Next Academic Year—It was acknowledged that at the last meeting, Principal Hayes indicated that more Special Education teachers were needed as more students enrolling in the school are considered students with special needs.

Principal Hayes was asked to assess the school's needs and present a more detailed request as appropriate. Meanwhile, it was the consensus of the Education Committee to recommend to the Board of Trustees the following:

RECOMMENDATION: That additional Special Education teachers be hired contingent upon the Principal's recommendation regarding the amount of additional Special Education teachers needed and budget availability for next academic year.

VII. Adjournment—The meeting adjourned at 4:29 p.m.

Respectfully submitted by Denise Clay, Ph.D., Chair

new york city montessori charter school

The school instructional leader, Mr. Hayes, has provided the development of the school's curricular framework based on our school's Corrective Action Plan.

Request:
Provide the strategies that will be employed to address the following going forward:

- The downward trend in Math progress

Common Core Learning Standards requires an instructional focus that balances conceptual knowledge, procedural skills, fluency, and application. The New York City Montessori Charter School's goal has been to achieve this balance with carefully constructed yearly pacing guides aligned to Montessori materials written by the instructional leadership team. Carefully constructed unit plans and lesson plans written by teachers that contained carefully written objectives to develop a student's understanding and procedural knowledge simultaneously using Montessori materials and traditional materials.

Our School employed the following strategies to address the following downward trend in math progress:

- Diagnostic and growth monitoring through benchmark assessments, weekly assessments on strategies taught
- Whole group instruction
- Small group instruction and differentiation
- ELL support
- Modeled and guided instruction, guided practice & independent practice
- Montessori materials to teach conceptual knowledge
- Walkthroughs and visits
- Materials aligned to the New York State Common Core Exam
- Daily math fact fluency drills

Request:
Provide the strategies that will be employed to address the following going forward:

- The upward trend in ELA progress

Common Core Learning Standards in English Language Arts and Writing requires a balanced literacy approach that does not separate reading from writing where they are taught simultaneously while our students have meaningful and engaging reading/writing experiences. Our goal was to provide instruction in reading, writing, and language strands through research-based strategies. The curriculum and instruction leadership team developed yearly pacing guides. The teachers carefully designed units with clearly defined objectives to ensure guaranteed teaching and results. The New York City Montessori Charter School's goal has been to achieve a balanced literacy approach with The Lucy Calkins writing approach,

new york city montessori charter school

Engage New York curriculum alignment, The Fountas and Pinnell Reading Assessment series, and the use of Montessori materials.

Our School employed the following strategies to address the following upward trend in ELA progress:

- Weekly intervention groups
- Progress monitoring weekly and through benchmark assessments
- Quarterly reading growth checks
- Whole/Small group instruction and differentiation
- Explicit instruction in vocabulary, language, and writing
- Vocabulary instruction on all content areas
- Daily sight-word fluency drills
- Reading Stamina exercises
- Close reading
- Context clues
- Guided reading
- Daily writing
- Daily reading
- Combining reading/writing instruction
- Explicit instruction in reading strategies

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

March 22, 2017

3:30 p.m.

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order

II. The Minutes of the February 15, 2017 Meeting

III. Update—Principal Evaluation Form & Evaluation Process

IV. New Principal Dashboard

V. Corrective Action Plan Status & Analysis of Student Academic Data

VI. Recommendations for Consideration by Board of Trustees for Next Quarter & Next Academic Year—The Need for More Special Education Teachers

VII. Adjournment

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new york city montessori charter school

The school instructional leader, Mr. Hayes, has provided the development of the school's curricular framework based on our school's Corrective Action Plan.

Request:
Provide the strategies that will be employed to address the following going forward:

- The downward trend in Math progress

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new york city
montessori
charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL (NYCMCS)
BOARD OF TRUSTEES MEETING

423 E. 138th Street, Bronx, New York 10454
April 19, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—March 2017 (2 minutes)

IV. Principal's Report (30 minutes)

V. Committee or Task Force Reports & Discussion (30 minutes)

- Building and Grounds Committee
- Education Committee
- Family Association
- Finance Committee

VI. Adjournment

New York City Montessori Charter School Board of Trustees

March 22nd, 2017 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm. Dr. Clay, Dr. DiSanto, Mr. Cohen, Mr. Mullane, Ms. Keane and Principal Hayes were present. Ms. Grossman and Ms. Ergeneman participated by video conference.

Principal Hayes delivered the principal's report and went over the Principal's dashboard. Students are currently in the process of benchmark testing. Principal Hayes discussed "bubble students" who are on the threshold of passing. Next Mr. Hayes discussed enrollment, upcoming school open house and the application process generally. Ms. Keane asked questions regarding the lottery process and Mr. Hayes responded. The board reviewed the dashboard and discussed the same with Mr. Hayes. Mr. Hayes discussed students with special psychiatric needs and how the school is responding to the same including having children evaluated so that they can get appropriate IEPs and incorporating appropriate specialists into the school budget. Mr. Hayes also updated the board on staffing changes. Next Mr. Hayes discussed staff and parent perceptions of the board. He also discussed the process of offering staff their positions prior to finalizing salaries and pay scales. Dr. DiSanto provided feedback and offered to review the letter. Ms. Keane also agreed to review the letter.

Next the board turned to the topic of the school's building. Mr. Hayes reported that he has been looking for alternative spaces to meet budget needs. In particular, Mr. Hayes is seeking a facility with a more efficient layout so that the school can occupy a smaller footprint and not compromise classroom size. The board discussed the school's options with respect to the existing lease and other spaces in the neighborhood.

Next the Education Committee went over the minutes from its last committee meeting and the board discussed the same.

The Finance Committee addressed the board and confirmed that all topics germane to the committee had been covered in the facilities and staffing discussions. The board discussed funds relating to special education.

There being no further business before the board, the meeting was adjourned at 6:00pm.

Margaret B. Grossman

John Mullane for M. Grossman

Secretary

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

March 22, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Ayca Ergeneman, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:40 p.m.

II. The Minutes of the February 15, 2017 meeting were approved.

III. Update—Principal Evaluation Form & Evaluation Process—It was confirmed that the process and timeline for the Principal evaluation had been approved at the last Board meeting. However, it was revealed that the surveys had not been circulated and thus, the summation of surveys could not be completed. By common consent the timeline was modified as follows (*in boldface type*).

- **March 21, 2017** – The surveys to Stakeholders were distributed via e-mail. A survey was distributed, however, if a small return is collected, it was decided that we would use the parents' completed School Culture and Climate Surveys, which were recently returned to the school.
- **March 28, 2017** – Due Date for Return of Surveys from Stakeholders
- **April 3, 2017** – Summation of Surveys
- **April 6, 2017** – Education Committee Draft of Evaluation
- April 19, 2017 – Board of Trustees Completion of Evaluation

IV. Revised Principal Dashboard for Board Monitoring—Kudos were offered to Maria Keane and Principal Hayes in developing a revised Dashboard template. It was agreed that the metrics used reflected the data needed for monitoring based upon what SED required.

It was agreed that the new document would be used as a pilot and adjustments would be made as needed. Principal Hayes was requested to add to the document the benchmark ELA and Math test scores and the latest ELA and Math

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

April 19, 2017

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I. Call to Order

II. The Minutes of the March 2017 Meeting

III. Update—Principal Evaluation

IV. New Principal Dashboard

V. Corrective Action Plan Status & Analysis of Student Academic Data

VI. Other

VII. Adjournment

NYC Montessori Charter School Board Deck

March 15, 2017

Operations

Monthly Enrollment

Grade	Current Enrolment	Waitlist	New this Month	Attrition this month	Total Seats Available
All	327				
Pre-K	50	0	2	0	2
K	57	0	1	0	+5
1	46	0	0	0	6
2	48	0	0	0	4
3	50	0	0	0	2
4	49	0	0	0	3
5	27	0	0	0	3

Monthly Enrollment Targets

	Current # Students	Current % students	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

*Economically Disadvantaged= ED

Monthly Retention Targets

	Current Retention (# Students)	Current Retention (% of students)	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

Monthly Staffing Update

	2015-2016	April 2017	Current YTD
Administrators			
# Total	8	8	8
Hires	2	0	0
Attrition	2	0	4
Attrition at years' end	3	N/A	N/A
Vacancies	2	0	0
Explanation			
Teachers			
# Total	46	42	42
Hires	31	0	15
Attrition	8	3	20
Attrition at years' end	8	N/A	N/A
Vacancies			
Explanation			
Other Staff			
# Total	1	5	6
Hires	2	0	0
Attrition	0	1	4
Attrition at years' end		N/A	N/A
Vacancies	0	0	0
Explanation	Lunch Aid/Ops. Associate/Mental Health Counselor		

Monthly Teachers by Area

Area	# Total	Vacancy	Hired this month	Attrition this month
Gen Ed	10	2	0	0
SPED	7	2	0	0
Specials	6	2	0	0
TA	20	1	0	0

Monthly Teachers By Grade

Grade	# Total	Vacancy	Hired this month	Attrition this month
Pre-K	6	1	0	0
K	11	0	0	0
1	"			
2	10	0	0	0
3	"			
4	8	0	0	0
5	"			

Instruction

ESEA Annual Accountability Designation

Current Designation	Minimum Expectation	Target
Priority	Good Standing	Reward

Annual Similar Schools Comparison: Math

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	14	11	41	75	100
ED	11	10	48	75	100
ELL	2	10	10	75	100
SPED	4	13	35	75	100

Annual Similar Schools Comparison: ELA

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	15	11	41	75	100
ED	11	10	51	75	100
ELL	3	20	9	75	100
SPED	2	6	20	75	100

Quarterly Teacher Effectiveness Update

	Leads	TAs	Specials	Total
Green	10	12	2	24
Yellow	1	4	3	8
Red	3	1	0	4

Annual State Test Proficiency: Math

	# students 3/4	% students 3/4	Dist. Average	State Average
All	14	11.2	36.4	39.1
ED	11	10	30	28
ELL	2	10	39.1	39.1
SPED	4	13	11	45
Grade 3	6	6.1	41	44.1
Grade 4	5	13.1	41.4	44.7
Grade 5	3	7.8	37.5	40.1

Annual State Test Proficiency: ELA

	# students 3/4	% students 3/4	Dist. Average	State Average
All	15	12	38	37.9
ED	11	10	31	27
ELL	3	15	37.9	37.9
SPED	2	6	9	44.1
Grade 3	6	12.5	40.9	41.9
Grade 4	5	13.5	41.4	40.8
Grade 5	3	7.69	34.1	33.5

Monthly Intervention Update

Week 3

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	46	7	15.2	23	50
4th	44	5	11.3	11	25
5th	21	4	19	10	47

Week 4

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	48	11	22.9	18	37
4th	47	13	27.6	19	40
5th	25	21	84	3	12

Week 5

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	44	31	70.4	8	18
4th	45	18	40	19	42
5th	23	14	60	7	30

Instruction (continued)

Annual Similar Schools Comparison: Science

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	0	0	72	75	100
ED	0	0	11	75	100
ELL	0	0	12	75	100
SPED	0	0	50	75	100

Annual Trending Toward Proficiency: Math

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	18	14	0	0	75%	100%
ED	14	11	0	0	75%	100%
ELL	NA	2	2	1	75%	100%
SPED	2	4	2	3.6	75%	100%

Annual Trending Toward Proficiency: ELA

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	5	15	9	4.5	75%	100%
ED	4	11	7	3.7	75%	100%
ELL	NA	3	3	NA	75%	100%
SPED	0	2	2	NA	75%	100%

Culture

Monthly Attendance Update

Month	All Students	SPED
September	92.03	94.56
October	90.67	89.41
November	91.29	90.47
December	89.37	88.91
January	87.36	86.23
February	88.86%	85.18%
March	89.69	84.69%

Monthly Suspension Data

Category	YTD	% of School suspended	District Average
OSS Total	61	22%	38%
OSS SPED	28	10%	
OSS due to Conduct	5	2%	
OSS due to Violence	56	20%	

Culture Calendar

Date	Activity
April 21	Earth Day Celebration
June 15	Graduation
June 16	Senior Trip

Calendar

Date	Activity
May 2-4	Sate Tests- Mathematics
May 24-June 2	State Tests- 4th Grade Science Performance
June 5	State Tests- 4th Grade Science Written

Special Education

Monthly SPED Caseload Update

Total SPED Students	Current	Previous	Change
Initial Referrals	20	26	6
Outstanding IEP's	10	15	5
New < 20	27	26	1
New 20-60	6	6	0
New >60	37	33	4

Finance

Budget Thumbnail - Month

	Current Month (Budgeted)	Current Month (Actual)	Surplus (Shortfall)
Revenues	$487,451.00	$370,844.94	($116,606.06)
Expenses	$471,367.00	$154,291.61	($317,075.39)
Net	$16,084.00	$216,553.33	

Budget Thumbnail - YTD

	YTD (Budgeted)	YTD (Actual)	Current Surplus (Shortfall)
Revenues	$5,905,328.00	$4,149,686.29	($1,755,641.71)
Expenses	$5,829,856.00	$4,184,685.64	($1,645,170.36
Net	$75,472.00	($34,999.35)	($110,471.35)

Helping you to focus on what's important
STUDENT ACHIEVEMENT

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

NYC Montessori Charter School

Monthly Financial Report

3/31/17

NYC Montessori Charter School
Budget vs. Actuals SUMMARY
Fiscal Year Ending 6/30/2017

REQUIRES ATTENTION/ MONITORING
POTENTIAL AREA OF CONCERN
NO CONCERNS AT THIS TIME

	Month:	3/31/17		YTD through:	3/31/17							
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	BvA Diff		Comments
Income												
4100 State Grants	370,845	469,569	-98,724	3,598,157	4,115,483	-517,326	1,774,866	5,373,023	5,640,606	-267,582	UNDER BUDGET	Under budget due to decrease in student enrollment and attrition throughout the school year
4200 Federal Grants	22,194	21,195	999	169,506	148,365	21,141	71,722	241,228	264,471	-23,243	UNDER BUDGET	Under budget due to decrease in final Title I, IIA, and Erate allocations for the school year
4300 Contributions	333	0	333	429	0	429	0	429	250	179	OVER BUDGET	-
4400 Miscellaneous Income	0	21	-21	0	189	-189	0	0	0	0		-
Total Income	**393,372**	**490,785**	**-97,413**	**3,768,093**	**4,264,037**	**-495,944**	**1,846,588**	**5,614,681**	**5,905,327**	**-290,646**		
Expenses												
5100 Administrative	51,964	66,100	-14,136	525,392	576,716	-51,324	156,923	682,315	792,685	-110,370	UNDER BUDGET	Under budget due to resignations of Instructional Coach, AP of SpEd positons, and School Aide that will remain unfilled for the remainder of the year. The Security position was not hired, but provided through contracted services.
5200 Instructional Staff	144,669	155,428	-10,759	1,042,011	1,165,710	-123,699	528,409	1,570,420	1,628,257	-57,837	UNDER BUDGET	Under budget due to terminations and maternity leaves. Staffing is complete for the school year and vacancies are expected to remain unfilled.
5300 Special Education	48,804	29,690	19,114	357,366	222,675	134,691	226,142	583,508	593,144	-9,636	UNDER BUDGET	Under budget due to replacement hire at a lower salary
5400 Incentive	1,000	2,500	-1,500	5,000	22,500	-17,500	3,000	8,000	30,000	-22,000	UNDER BUDGET	Under budget due to decrease in bonus payment
5000 Compensation	**246,437**	**253,718**	**-7,281**	**1,929,769**	**1,987,601**	**-57,832**	**914,474**	**2,844,243**	**3,044,086**	**-199,843**		Actuals under budget based on current staff plan and vacancies expected to remain unfilled
5500 Benefits	75,259	49,424	25,835	414,881	444,816	-29,935	180,544	595,426	593,092	2,334	OVER BUDGET	Over budget due to increase in NYS unemployment insurance rate, higher rate of enrollment of medical insurance, and additional payment for final audit of worker's comp for prior year
6100 Administrative Expenses	5,570	6,869	-1,299	83,742	61,821	21,921	28,540	112,283	82,412	29,871	OVER BUDGET	Over budget due to increase spending on non-capitalized purchases, subscriptions, Gen. Insurance premiums, copier lease and overage fees
6200 Professional Services	6,819	23,130	-16,311	212,916	208,170	4,746	109,260	322,176	301,050	21,126	OVER BUDGET	Over budget due to an increase in spending for security services, payroll fees, and financial services & annual report support
6300 Professional Development	6,267	6,291	-24	58,130	56,619	1,511	-6,130	52,000	77,500	-25,500	UNDER BUDGET	Under budget due to a reduced spending plan
6400 Marketing and Staff/Student Rec	16	417	-401	16,735	3,753	12,982	1,265	18,000	3,000	15,000	OVER BUDGET	Over budget due to one time staff placement fee of SpEd teacher
7100 Curriculum & Classroom Expenses	3,043	12,265	-9,222	36,039	103,747	-67,708	39,821	75,860	130,533	-54,673	UNDER BUDGET	Under budget due to a reduced spending plan
8100 Facility	126,325	118,514	7,811	1,180,511	1,066,626	113,885	310,054	1,490,565	1,422,183	68,382	OVER BUDGET	Over budget due to accumulated and current year Property Taxes
8200 Technology/Communication Expense	630	2,905	-2,275	19,477	26,145	-6,668	7,750	27,227	34,858	-7,631	UNDER BUDGET	Over budget due to decrease in communication costs
8800 Miscellaneous Expenses	31	1,168	-1,137	2,847	10,512	-7,665	-246	2,601	14,014	-11,413	UNDER BUDGET	Under budget due to a reduced spending plan
8900 Depreciation Expenses	22,323	0	22,323	66,459	0	66,459	28,541	95,000	127,127	-32,127	UNDER BUDGET	Under budget based on prelim depreciation schedule
Total Expenses	**492,721**	**474,701**	**18,020**	**4,021,506**	**3,969,810**	**51,696**	**1,613,874**	**5,635,380**	**5,829,855**	**-194,475**		
Net Operating Income	**-99,349**	**16,084**	**-115,433**	**-253,414**	**294,227**	**-547,641**	**232,714**	**-20,699**	**75,472**	**-96,171**		
Fixed Assets												
1500 Assets	**0**	**3,500**	**-3,500**	**24,766**	**21,000**	**3,766**	**0**	**24,766**	**42,000**	**-17,234**	UNDER BUDGET	Under budget due to decrease in capital spending

NYC MONTESSORI CHARTER SCHOOL	FY16-17 BUDGET	FY16-17 Projected FYE (as of Mar 2017)	FY17-18 BUDGET DRAFT	Difference	Comments/Notes
Total Revenue	**5,905,328**	**5,614,680**	**5,815,146**	200,465	
Total Expenses	**5,829,856**	**5,635,380**	**5,589,729**	(45,651)	
NET INCOME	**75,472**	**(20,700)**	**225,417**	**154,814**	
INCOME					
4100 State Grants					
4101 Per Pupil Allocations	4,123,938	3,846,554	3,994,925	148,371	Based on 275 @ $14,527 (per pupil rate expected to be increased)
4101a Pre-K - Per Pupil Allocations	520,000	520,000	520,000	-	Based on 52 @ $ 10,000 per student
4102 Per Pupil Allocations for SPED	588,784	650,478	623,420	(27,058)	Based on 5 students 20-60% ($10,390) / 30 students >60% ($19,049)
4103 NYSTL	17,126	18,120	16,019	(2,101)	Based $58.25 per student
4104 NYSSL	4,404	4,660	4,120	(541)	Based $14.98 per student
4105 NYSLIB	1,838	1,944	1,719	(225)	Based $6.25 per student
4108 Rent Relief	258,097	213,351	331,216	117,865	Based on Gd 4 & 5 (76) x $14,527 X 30% (facilities rate expected to increase)
4110 Per Pupil - One time adjustment allocation	126,420	117,917	82,500	(35,417)	One time Appropriation expected to be $300 per student
Total 4100 State Grants	**5,640,606**	**5,373,023**	**5,573,918**	**200,894**	
4200 Federal Grants					
4201 IDEA for Sp. Ed.	40,000	42,994	42,994	-	Based on prior year actual payment received
4202 E-Rate for Tech/Comm	12,524	6,076	6,076	-	Based on FY16-17 funding
4203 Title I	205,316	186,118	186,118	-	Based on FY16-17 funding
4204 Title IIA	6,632	6,040	6,040	-	Based on FY16-17 funding
Total 4200 Federal Grants	**264,472**	**241,228**	**241,228**	**-**	
4300 Contributions					
4302 Unrestricted Contributions	250	429	-	(429)	
Total 4300 Contributions	**250**	**429**	**-**	**(429)**	
TOTAL INCOME	**5,905,328**	**5,614,680**	**5,815,146**	**200,465**	
EXPENSES					
5000 Compensation					
Total 5100 Administrative	792,685	682,315	681,769	(546)	See Staff Plan
Total 5200 Instructional Staff	1,865,130	1,570,420	1,391,089	(179,332)	See Staff Plan
Total 5300 Special Education	356,271	583,508	749,229	165,721	See Staff Plan
Total 5400 Incentive	30,000	8,000	-	(8,000)	See Staff Plan
Total 5000 Compensation	**3,044,086**	**2,844,243**	**2,822,087**	**(22,156)**	
5500 Benefits					
5502 Social Security - EmployER Expense	188,733	176,343	173,147	(3,196)	FICA - 6.2%
5505 Medicare - EmployER Expense	44,139	41,242	40,920	(321)	FICA - 1.45%
5509 Metro NY-City Tax	15,220	14,221	14,110	(111)	.05% of total compensation
5510 NY State Unemployment Insurance		57,744	45,413	(12,331)	Based on unemployment insurance rate - 4.325%
5511 Worker's Compensation Expense		42,694	20,000	(22,694)	Based on FY16/17 premium
5512 NY Disability		(1,000)	-	1,000	All inclusive benefits
5513 Medical Insurance	345,000	260,109	300,000	39,891	Est. $25K per month
5514 Dental Insurance	-	22	-	(22)	All inclusive benefits
5515 STD, LTD, Life Ins	-	2,799	3,000	201	Est. $250 per month

5516 Vision Insurance	-	2	-	(2)	All inclusive benefits
5520 Retirement 401(K)/403(B) Fees	-	1,250	1,250	-	Based on prior year charges
Total 5500 Benefits	**593,093**	**595,426**	**597,840**	**2,414**	
6100 Administrative Expenses					
6101 Office Supplies - General	20,000	18,000	20,000	2,000	
6102 Office Furniture (Non Asset)	1,741	1,303	1,500	197	
6103 Office Equipment (Non Asset)	-	12,000	12,500	500	Copier lease - $2,500 per quarter + $2500 overage fees
6106 Postage and Delivery	2,035	2,405	3,000	595	
6107 Dues & Subscriptions	20,000	28,044	16,000	(12,044)	
6108 Team Building/Staff Lunch & App	7,500	12,500	12,500	-	
6109 Staff Travel	381	381	400	19	
6110 Insurance - General	27,800	32,650	35,000	2,350	TBD - needs a proposal (based on FY16/17)
6111 School Events	2,955	5,000	5,000	-	
Total 6100 Administrative Expenses	**82,412**	**112,283**	**105,900**	**(6,383)**	
6200 Professional Services					
6202 Audit Fees	23,500	23,500	25,500	2,000	Est. an increase of $2,000 + OFP fees
6203 Payroll Services	70,000	70,314	63,020	(7,294)	Est. $85 p/mo. x total staff x 12 months + $250 per pay period
6204 Legal Services - Paid	20,000	270	1,000	731	
6207 Financial Management Services	46,350	60,000	60,000	-	Needs a proposal (based on FY16/17)
6208 Custodian Services	126,200	125,000	125,000	(0)	Based on $10,416.66 per month
6210 Substitute Teacher Services	10,000	1,905	2,000	95	
6213 Temporary Staffing Services	-	1,088	1,000	(88)	
6218 NYCSI Services	5,000	5,000	10,000	5,000	NCLB application and annual report support
6222 Security Services	-	35,100	48,000	12,900	Est. $4K per month
Total 6200 Professional Services	**301,050**	**322,176**	**335,520**	**13,344**	
6300 Professional Development					
6310 Staff Development					
6313 Instructional Staff PD	75,000	52,000	38,000	(14,000)	Includes all PD
6321 Board Expenses	2,500	-	200	200	board meetings
Total 6300 Professional Development	**77,500**	**52,000**	**38,200**	**(13,800)**	
6400 Marketing and Staff/Student Rec					
6402 Staff Recruiting	2,500	17,500	5,000	(12,500)	
6405 Advertising	500	500	500	-	
Total 6400 Marketing and Staff/Student Rec	**3,000**	**18,000**	**5,500**	**(12,500)**	
7100 Curriculum & Classroom Expenses					
7102 Classroom Supplies & Materials - General	40,000	27,000	25,000	(2,000)	
7104 Curriculum Textbooks & Other Curricula	10,000	9,071	10,000	929	
7107 Educational Materials - Special Education	2,060	-	-	-	
7108 NYSTL Expense	17,126	18,120	16,019	(2,101)	Based $58.25 per student
7109 NYSSL Expense	4,404	4,660	4,120	(541)	Based $14.98 per student
7110 NYSLIB Expense	1,838	1,944	1,719	(225)	Based $6.25 per student
7111 Library Books	6,180	318	500	182	
7112 Standardized Test Materials/Assessment Expense	8,000	4,000	5,000	1,000	
7113 Art/Music Supplies	6,000	3,524	3,500	(24)	
7115 Sport Equipment	1,500	532	1,000	468	
7116 Student Field Trips	8,425	191	1,000	809	
7117 Food Service/School Meals	20,000	6,500	6,500	-	
7121 Science Supplies	5,000	-	-	-	

Total 7100 Curriculum & Classroom Expenses	**130,532**	**75,860**	**74,357**	**(1,503)**	
8100 Facility					
8101 Rent	1,363,000	1,363,000	1,393,668	30,668	FY17-18 Rent: $116,139 p/mo. (based on lease)
8101a Deferred Rent	(64,005)	(64,005)	(87,743)	(23,738)	Est. Deferred Rent
8101b Property Taxes	-	85,000	48,000	(37,000)	Est. $4K per month
8102 Utilities	96,088	85,507	96,000	10,493	Est. $8K per month
8104 Repairs and Maintenance	25,000	20,000	20,500	500	
8105 Miscellaneous Repairs	2,100	433	-	(433)	
8106 Extermination Contract	-	630	900	270	Est. 6 visits per year @$150 per visit
Total 8100 Facility	**1,422,183**	**1,490,565**	**1,471,325**	**(19,240)**	
8200 Technology/Communication Expense					
8201 Phone and Internet	3,708	2,730	3,900	1,170	Est. $325 per month
8202 Mobile Phone Expense	5,165	2,861	3,000	139	Est. $250 per month
8204 Network Maintenance/Tech Support Services	12,000	12,000	21,000	9,000	Data Panda, website domain
8205 Database Development Services (SIS)	8,305	8,305	-	(8,305)	
8206 Website Consultants/Expenses	1,545	179	-	(179)	
8207 Technology Supplies	4,135	1,152	1,000	(152)	
Total 8200 Technology/Communication Expense	**34,858**	**27,227**	**28,900**	**1,673**	
8800 Miscellaneous Expenses					
8801 Bank Service Charges	467	100	100	-	
8802 Cash Flow Loan Interest/Fees	2,819	-	-	-	
8804 Expense Suspense Account	728	-	-	-	
8808 Principal Discretionary	10,000	2,501	5,000	2,499	
Total 8800 Miscellaneous Expenses	**14,014**	**2,601**	**5,100**	**2,499**	
8900 Depreciation Expenses	**127,128**	**95,000**	**105,000**	10,000	
TOTAL EXPENSES	**5,829,856**	**5,635,380**	**5,589,729**	**(45,651)**	
NET INCOME	**75,472**	**(20,700)**	**225,417**	**246,117**	
Fixed Assets					
1500 Assets					
1510 Computers and Hardware (office)	-	5,303	12,000	6,697	Est. 40 notebooks for students
1511 Computers and Hardware (pupil)	42,000	12,368	-	(12,368)	
1512 Furniture (Office)		-	1,000	1,000	
1513 Furniture (Pupil)		5,414	5,000	(414)	
1514 Equipment (Office)		1,680	1,700	20	
1516 Software		-	14,000	14,000	Power School System
1518 Leashold Improvements		-		-	
1519 Website		-		-	
1520 Architect Expenses		-		-	
Total 1500 Assets	**42,000**	**24,766**	**33,700**	**8,934**	
Net Income	75,472	(20,700)	225,417		
Add Depreciation	127,128	95,000	105,000		
Add Deferred Rent	(64,005)	(64,005)	(87,743)		
Minus Fixed Assets	(42,000)	(24,766)	(33,700)		
Cash Income	**96,595**	**(14,470)**	**208,974**		

new york city
montessori
charter school

NEW YORK CITY MONTESSORI CHARTER SCHOOL (NYCMCS)
BOARD OF TRUSTEES MEETING

423 E. 138th Street, Bronx, New York 10454
May 17, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—March 2017 (2 minutes)

IV. Principal's Report (20 minutes)

a. State Budget Increases
b. Budget Projections
c. Staffing Structure
d. Building and Grounds
    1. Repairs
    2. Certificate of Occupancy
    3. Elevator Maintenance

V. Committee or Task Force Reports & Discussion (30 minutes)

- Building and Grounds Committee
- Education Committee
- Family Association
- Finance Committee

VI. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

May 17, 2017

3:30 p.m.

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order

II. Minutes – Meeting of April 19, 2017

III. Science Day (NYCMCS & Hostos Community College Education Department) – Possible Dates in Fall 2017

IV. Corrective Action Plan Status & Analysis of Student Academic Data

V. Status
- After School Program
- Summer Program

VI. Revised Principal Dashboard

VII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

May 17, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:54 p.m.

II. The Minutes of the April 19, 2017 meeting were approved.

III. Science Day (NYCMCS & Hostos Community College Education Dept)—The Committee agreed that NYCMCS will collaborate with Hostos to create a Science Day to be held at NYCMCS on Oct. 26, 2017 from 1 – 3 pm. The purpose of this collaboration is to expose NYCMCS students to science. It was decided that Hostos education students will design Science Day projects and conduct those projects at NYCMCS. NYCMCS teachers may also showcase science projects and NYCMCS parents will be invited to participate. All NYCMCS students will participate.

IV. Corrective Action Plan Status & Analysis of Student Academic Data—Principal Hayes provided the Committee with an update. Discussion ensued. It was reported that the school is making progress in addressing the issues noted in the Corrective Action Plan and in preparing the students for the last of the state tests (Science). It was also reported that the school's leadership has been working on developing curricula materials for next year and has decided to use the NWEA Map assessments (a norm based testing tool) rather than the benchmark assessment system the school used this year.

V. Status—After School Program and Summer Program—The Principal provided the Committee with a status report about the After School Program and the Summer Program. Discussion ensued. The Principal reported that both programs are run by SOBRO and that the focus of the After School Program is on STEAM (Science, Technology, Engineering, Arts, Math). The After School Program currently has 150 participating students.

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

April 19, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Ayca Ergeneman, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:40 p.m.

II. The Minutes of the March 22, 2017 meeting were approved.

III. New Principal Dashboard—The Committee reviewed the new dashboard and asked questions of the Principal regarding the meaning of certain data and columns. It was determined that the Principal will change the data to be provided in the surplus/shortfall columns in the two "budget thumbnail" sections to reflect the actual surplus or deficit from the finance report.

IV. Corrective Action Plan Status & Analysis of Student Academic Data—Principal Hayes provided the committee with an update. Discussion ensued. It was reported that the school is making progress in addressing the issues noted in the Corrective Action Plan and in preparing the students for the state tests. It was also reported that the Principal intends to continue the monthly intervention plan currently in place next year as well.

V. Update—Principal Evaluation—The Principal left the meeting and the Committee then discussed the draft Principal's evaluation. It is to be finalized and provided to the Board Chair as soon as practical. Mr. Cohen will then meet with the Principal and provide the evaluation to the Principal.

VI. Adjournment—The meeting adjourned at 4:30 p.m.

New York City Montessori Charter School Board of Trustees

April 19, 2017 4:30 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm. Ms. Ergeneman, Dr. Clay, Dr. DiSanto, Ms. Keane and Principal Hayes were present. Mr. Cohen attempted to participate by video conference; because of technical difficulties, he participated by telephone. Viviana Torres was also present during the majority of the meeting.

The March 22, 2017 minutes were approved with one edit. Principal Hayes delivered the Principal's report and referenced the Principal's dashboard. With respect to the school's search for alternative spaces to meet budget and spacing needs, Principal Hayes informed the board that several other charter schools have or are considering litigation against their landlords to obtain credit for having paid above market rent for a number of years. The board agreed to contact those schools for more information and to consider all possible avenues to reduce the school's rent. Next, Mr. Hayes discussed the student recruiting process generally, the status of student recruitment, as well as the planned process to fill the school's waitlist for the upcoming school year. Mr. Hayes also updated the board regarding the plan to fill teacher vacancies for next year and informed the board that he has recruited two new teachers. Ms. Torres explained a recent NY State proposal that would increase the per pupil rate for charter schools, which if passed, would mean a significant increase in revenue for the school. The board discussed the pending proposal and its potential impact on the school's budget. Dr. Clay and Ms. Keane asked questions about the matrix for teachers' salaries and the board discussed this topic. The board agreed to review the current matrix and to consider any appropriate revisions thereto.

The Buildings and Grounds Committee addressed the board and confirmed that all topics germane to the committee had been covered in the Principal's report.

Next the Education Committee went over the minutes from its last committee meeting and the board discussed the same.

The Finance Committee reported on various line items in the budget. The board asked questions about such items and the Finance Committee answered those questions.

There being no further business before the board, the meeting was adjourned at 6:00pm.

Maria H. Keane

John Mullane for M. Keane

Board Member

Kid's Science Day/Evening (Fall 2017)

A NYCMCS and Hostos Community College Collaborative Event

Purpose: To expose children to science. A few ideas follow:

The Project:

- Students can individually present science projects that are age appropriate OR students can collaboratively (in a team) present science projects that are age appropriate or Students can present with their parents or a sibling (family experience) or Hostos students can present hands-on activities for Montessori students.

- They can find them OR Hostos can provide them. We want to use common items that are inexpensive.

- This presentation can occur early evening for parents or during the day.

- Hostos can provide a theme for the science projects (such as water, gravity, physical science, earth science, etc.) or empower participants to decide what they would like to present.

- Contact: Dr. Sherese Mitchell (Hostos Education Department) is available to consult with students, parents, teachers, etc. regarding the event. She can be reached at (718) 518-4161.

Action Needed:

- Solidify a date.

- *This project can be built on an event that already exists.*

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

April 19, 2017

MINUTES

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

Present: Denise Clay, Jacqueline DiSanto, Ayca Ergeneman, Maria Keane, and Principal Abeku Hayes.

I. Call to Order—The meeting was called to order at 3:40 p.m.

II. The Minutes of the March 22, 2017 meeting were approved.

III. New Principal Dashboard—The Committee reviewed the new dashboard and asked questions of the Principal regarding the meaning of certain data and columns. It was determined that the Principal will change the data to be provided in the surplus/shortfall columns in the two "budget thumbnail" sections to reflect the actual surplus or deficit from the finance report.

IV. Corrective Action Plan Status & Analysis of Student Academic Data—Principal Hayes provided the committee with an update. Discussion ensued. It was reported that the school is making progress in addressing the issues noted in the Corrective Action Plan and in preparing the students for the state tests. It was also reported that the Principal intends to continue the monthly intervention plan currently in place next year as well.

V. Update—Principal Evaluation—The Principal left the meeting and the Committee then discussed the draft Principal's evaluation. It is to be finalized and provided to the Board Chair as soon as practical. Mr. Cohen will then meet with the Principal and provide the evaluation to the Principal.

VI. Adjournment—The meeting adjourned at 4:30 p.m.

NYC Montessori Charter School Board Deck

May 9, 2017

Operations

Monthly Enrollment

Grade	Current Enrolment	Waitlist	New this Month	Attrition this month	Total Seats Available
All	327	0	0	0	
PreK	50	0	0	0	2
K	57	0	0	0	+5
1	46	0	0	0	6
2	48	0	0	0	4
3	50	0	0	0	2
4	49	0	0	0	3
5	27	0	0	0	3

Monthly Enrollment Targets

	Current # Students	Current % students	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

*Economically Disadvantaged= ED

Monthly Retention Targets

	Current Retention (# Students)	Current Retention (% of students)	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

Monthly Staffing Update

	2015-2016	April 2017	Current YTD
Administrators			
# Total	8	8	8
Hires	2	0	0
Attrition	2	0	4
Attrition at years' end	3	N/A	N/A
Vacancies	2	0	0
Explanation			
Teachers			
# Total	46	43	43
Hires	31	1	32
Attrition	8	0	20
Attrition at years' end	8	N/A	N/A
Vacancies			
Explanation			
Other Staff			
# Total	1	5	6
Hires	2	0	0
Attrition	0	0	4
Attrition at years' end	0	N/A	N/A
Vacancies	0		
Explanation	Lunch Aides, Ops. Associate/Mental Health Counselor		

Monthly Teachers by Area

Area	# Total	Vacancy	Hired this month	Attrition this month
Gen Ed	10	2	0	0
SPED	7	2	0	0
Specials	6	2	0	0
TA	20	1	0	0

Monthly Teachers By Grade

Grade	# Total	Vacancy	Hired this month	Attrition this month
PreK	6	0	1	0
K	11	0	0	0
1	11	0	0	0
2	10	0	0	0
3	10	0	0	0
4	8	0	0	0
5	8	0	0	0

ESEA Annual Accountability Designation

Current Designation	Minimum Expectation	Target
Priority	Good Standing	Reward

Annual Similar Schools Comparison: Math

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	14	11	41	75	100
ED	11	10	48	75	100
ELL	2	10	10	75	100
SPED	4	13	35	75	100

Annual Similar Schools Comparison: ELA

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	15	11	41	75	100
ED	11	10	51	75	100
ELL	3	20	9	75	100
SPED	2	6	20	75	100

Quarterly Teacher Effectiveness Update

	Leads	TAs	Specials	Total
Green	11	13	2	26
Yellow	3	1	1	5
Red	3	3	0	6

Annual State Test Proficiency: Math

	# students 3/4	% students 3/4	Dist. Average	State Average
All	14	11.2	36.4	39.1
ED	11	10	30	28
ELL	2	10	39.1	39.1
SPED	4	13	11	45
Grade 3	6	6.1	41	44.1
Grade 4	5	13.1	41.4	44.7
Grade 5	3	7.8	37.5	40.1

Annual State Test Proficiency: ELA

	# students 3/4	% students 3/4	Dist. Average	State Average
All	15	12	38	37.9
ED	11	10	31	27
ELL	3	15	37.9	37.9
SPED	2	6	9	44.1
Grade 3	6	12.5	40.9	41.9
Grade 4	5	13.5	41.4	40.8
Grade 5	3	7.69	34.1	33.5

Monthly Intervention Update

Week 3

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	46	7	15.2	23	50
4th	44	5	11.3	11	25
5th	21	4	19	10	47

Week 4

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	48	11	22.9	18	37
4th	47	13	27.6	19	40
5th	25	21	84	3	12

Week 5

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	44	31	70.4	8	18
4th	45	18	40	19	42
5th	23	14	60	7	30

Instruction (continued)

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	0	0	72	75	100
ED	0	0	11	75	100
ELL	0	0	12	75	100
SPED	0	0	50	75	100

Annual Trending Toward Proficiency: Math

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	18	14	0	0	75%	100%
ED	14	11	0	0	75%	100%
ELL	N/A	2	2	1	75%	100%
SPED	2	4	2	3.6	75%	100%

Annual Trending Toward Proficiency: ELA

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	5	15	9	4.5	75%	100%
ED	4	11	7	3.7	75%	100%
ELL	N/A	3	3	N/A	75%	100%
SPED	0	2	2	N/A	75%	100%

Culture

Monthly Attendance Update

Month	All Students	SPED
January	87.36%	86.23%
February	88.86%	85.18%
March	89.69$	84.69%
April	88.93%	86.35%

Monthly Suspension Data

Category	YTD	% of School suspended	District Average
OSS Total	64	22.2%	22%
OSS SPED	29	10.5%	11%
OSS Conduct	5	1.81%	2%
OSS due to Violence	59	21.45%	21%

Culture Calendar

Date	Activity
May 8-12	Teacher Appreciation Week
May 19	Family Association, Family Game Night
June 2	Family Association, Movie Night
June 5	Spirit Week
June 9	Field Day

Calendar

Date	Activity
May 24	June 2 State Test Administration- Grade 4 Science Performance Test
June 5	State Test Administration- Grade 4- Science Written
June 29	Last Day of School for Students

Special Education

Monthly SPED Caseload Update

Total SPED Students	Current	Previous	Change
Initial Referrals	24	20	4
Outstanding IEP's	8	10	2
New < 20	26	27	1
New 20-60	7	6	1
New >60	37	37	0

Finance

Budget Thumbnail - Month

	Current Month (Budgeted)	Current Month (Actual)
Revenues	$510,819	$461,320
Expenses	$472,304	$436,554
Net	$38,515	$24,767

Budget Thumbnail - YTD

	FYE (Budgeted)	FYE (Projected 6/30)
Revenues	$5,905,328.00	$5,597,370
Expenses	$5,829,856.00	$5,621,370
Net	$75,472.00	($24,000)

NEW YORK CITY
CHARTER SCHOOL
CENTER

it's about great public schools.

To: Charter School Leaders

From: New York City Charter School Center

Date: May 2017

Re: Legislative Changes in the 2017-18 New York State Budget Affecting Charter Schools

New York State's 2017-18 budget includes two significant legislative changes affecting charter schools in New York City.

I. Changes to the Per Pupil Funding Formula

The statutory formula for calculating charter school per pupil funding has been frozen at the 2010-11 funding level for the last seven years ($13,527 in NYC), delinking it effectively from changes in district school expenditures. In 2014, legislation was enacted that provided small supplemental increases to the per pupil (while providing a reimbursement to school districts for those increases). These increases kept charter per pupil funding relatively flat, increasing just 3.7% over three years, or a total of $500, and resulting in a total per pupil in 2016-17 of $14,027. In addition, the State Senate provided one-time appropriations to charter schools in both the 2016 and 2017 school years of approximately $215 and $430, respectively. It was anticipated that after the 2016-17 school year, charter school per pupil funding would once again be calculated using the then-existing statutory formula, thus effectively making the per pupil once again a function of average per pupil operating expenses of the district.

The following provisions were approved as part of this year's budget:

1. **In 2017-18 a per pupil amount of $14,527 plus a one-time supplemental grant of approximately $300 per student payable to schools directly from the state after April 1, 2018.**

   In the 2017-18 school year, charter schools will receive the per pupil funding amount received in 2016-17 ($14,027) plus an additional $500; in NYC, this amounts to $14,527. As a one-time appropriation, charters will also receive an additional $300, though this will not be included in the base amount described below. Note that this additional $300 will not be available for distribution until after April 1, 2018. Schools will receive approximately **$14,827 in total for the 2017-18 school year**.

   (As part of the budget deal, the state will reimburse NYC $1,000 per pupil every year starting with the 2017-18 school year and continuing thereafter.)

2. **In 2018-19 and beyond, the per pupil will be the lesser of (1) the product of the per pupil amount for the prior year (in 2018-19 for instance, the $14,527 per pupil from 2017-18) multiplied by the average annual change in per pupil district expenditures over a specified period; or (b) the total general fund per student expenses of the district from two years prior (in 2018-19 for instance, the per student expenses from 2016-17). For 2018-19 and in 2019-20, the average change calculation is specially designed to lower the district increase against which the base amount is calculated by excluding the maximum annual change in per pupil expenditures.**

   In the 2018-19 school year, the structure changes to account for increases in district spending and charter schools will then receive the lesser of (1) the per pupil amount received in 2017-18 ($14,527, excluding the additional one-time appropriation of $300) multiplied by an inflator

that averages the percentage change in the district's AOE[1] for three years of a five-year period; OR (2) the per pupil TGFE[2] of the district for 2016-17. To calculate the inflator, the state will exclude both the lowest and highest calculated AOE percentage change amounts from the five-year period. The five-year period used for this calculation will be the 2012-13 school year through the 2016-17 school year. While we cannot be certain, we estimate that schools will receive approximately **$15,307 for the 2018-19 school year** (illustrated below).

As an illustration, the formula for the 2018-19 school year is estimated as follows:

The lesser of

(a) 2017-18 Per Pupil Amount x Inflator
OR
(b) 2016-17 TGFE/2016-17 Total District Enrollment

where the Inflator takes the average of the AOE percent change of three years from 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17 by eliminating the lowest and highest calculated values, which are struck-through in the table below.

	Calculation	**Amount**
2018-19 Per Pupil Amount	Base Amount x Inflator	$15,307
Base Amount	2017-18 Per Pupil Amount	$14,527
Inflator	Three-Year Average	105.37%
2012-13 AOE % Change	AOE_{12-13}/AOE_{11-12}	~~101.92%~~
2013-14 AOE % Change	AOE_{13-14}/AOE_{12-13}	106.24%
2014-15 AOE % Change	AOE_{14-15}/AOE_{13-14}	104.46%
2015-16 AOE % Change	AOE_{15-16}/AOE_{14-15}	~~109.40%~~
2016-17 AOE % Change	AOE_{16-17}/AOE_{15-16}	105.40%

In the 2019-20 school year, the charter school funding structure follows a similar structure where schools will receive the lesser amount between two different calculations as described above for the 2018-19 school year. The inflator, however, will be calculated as the average of percentage change in the district's total AOE for a three-year period between 2015-16 and 2017-18, excluding the highest amount which will be replaced by the inflator used to calculate the 2018-19 per pupil. We do not have information to estimate the per pupil amount for the 2019-2020 school year, but, providing that district spending continues to increase (as it historically has), there should be an increase from the 2018-19 school year.

3. **In 2020-21, the average change is permanently set as the average of the annual increase in district expenditures for the prior three years starting with the year two years prior to the current school year.**

[1] AOE is the "total approved operating expense," a district's total general fund expenses less certain statutory exclusions, including, but not limited to, capital outlays and student transportation expenses.
[2] TGFE is the "total general fund expenses," a district's total general operating expenses, including its capital expenses.

In 2020-21 and beyond, the statute generalizes how the inflator is calculated. Schools will receive the lesser of (a) the base year[3] per pupil amount multiplied by the three-year average percentage change in the district's AOE starting with the year prior to the base year and ending with the third year prior to the base year; or (b) the per pupil TGFE of the district for the year prior to the base year.

II. An Increase in Rental Assistance

The 2017 budget increases the maximum amount of rental assistance provided to eligible NYC charters schools under the 2014 Facilities Access Law. Currently, the amount of rental assistance for eligible schools – those newly opened or expanding grade levels after June 2014 – has been the lesser of 20% of the per pupil or actual rental costs. *See* Education Law Section 2853(3)(e). The maximum amount of rental assistance has been increased from 20% of the per pupil amount to 30% of the per pupil amount to start in the 2017-18 school year. We estimate that schools will now receive a maximum of approximately $4,350 per pupil in rental assistance for the 2017-18 school year (this is an increase from the maximum of approximately $2,800 per pupil schools received in the 2016-17 school year). While these changes do not make additional schools or grades eligible for rental assistance, they are indefinite, i.e., there is no sunset provision.

[3] "Base year" is defined as the school year immediately preceding the current school year.

Helping you to focus on what's important
STUDENT ACHIEVEMENT

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CHARTER SCHOOL
BUSINESS MANAGEMENT
experience. expertise. execution.

NYC Montessori Charter School

Monthly Financial Report

4/30/17

1. Bank accounts update - Chase Statements

Account	JUL 2016	AUG 2016	SEP 2016	OCT 2016
Operating (Checking)	$ 687,144	$ 1,170,837	$ 706,897	$ 921,796
Debit (Debit Card)	$ 5,220	$ 3,246	$ 1,214	$ 2,387
Total Operating Cash	**$ 692,365**	**$ 1,174,083**	**$ 708,111**	**$ 924,183**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 767,366**	**$ 1,249,084**	**$ 783,112**	**$ 999,184**

Account	NOV 2016	DEC 2016	JAN 2017	FEB 2017
Operating (Checking)	$ 515,631	$ 833,055	$ 345,686	$ 774,632
Debit (Debit Card)	$ 621	$ 42	$ 4,402	$ 4,385
Total Operating Cash	**$ 516,252**	**$ 833,097**	**$ 350,087**	**$ 779,017**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 591,253**	**$ 908,098**	**$ 425,088**	**$ 854,018**

Account	MAR 2017	APR 2017	MAY 2017	JUN 2017
Operating (Checking)	$ 298,932	$ 819,836		
Debit (Debit Card)	$ 3,905	$ 3,702		
Total Operating Cash	**$ 302,837**	**$ 823,538**	**$ -**	**$ -**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 377,838**	**$ 898,539**	**$ 75,001**	**$ 75,001**

2. Financial status update - QB Reports

Account	JUL 2016	AUG 2016	SEP 2016	OCT 2016
Profit & Loss - Income	$ 414,180	$ 414,235	$ 487,486	$ 481,346
Profit & Loss - Expense	$ 246,288	$ 401,829	$ 489,200	$ 455,978
Profit & Loss - Net Income/(Loss)	**$167,892**	**$12,406**	**($1,714)**	**$25,368**
Cash Flow Net Increase / (Decrease)	$ 245,743	$ 499,706	$ (459,007)	$ 208,279
Cash End of Period	**$ 525,429**	**$ 1,037,542**	**$ 576,821**	**$ 810,468**
Balance Sheet - Assets	$ 1,474,624	$ 1,835,179	$ 1,412,367	$ 1,672,574
Balance Sheet - Liabilities	$ 1,435,124	$ 1,783,273	$ 1,362,175	$ 1,597,014
Debt to Asset Ratio (should be lower than 1.00)	0.97	0.97	0.96	0.95
Balance Sheet - Equity	$ 39,500	$ 51,906	$ 50,192	$ 75,560

Account	NOV 2016	DEC 2016	JAN 2017	FEB 2017
Profit & Loss - Income	$ 427,641	$ 470,584	$ 445,820	$ 446,761
Profit & Loss - Expense	$ 450,035	$ 510,389	$ 456,654	$ 446,937
Profit & Loss - Net Income/(Loss)	**($22,394)**	**($39,806)**	**($10,835)**	**($177)**
Cash Flow Net Increase / (Decrease)	$ (392,587)	$ 360,782	$ (484,074)	$ 407,596
Cash End of Period	**$ 395,488**	**$ 716,463**	**$ 221,555**	**$ 628,974**
Balance Sheet - Assets	$ 1,319,593	$ 1,671,167	$ 1,262,052	$ 1,615,080
Balance Sheet - Liabilities	$ 1,266,427	$ 1,657,806	$ 1,259,526	$ 1,612,731
Debt to Asset Ratio (should be lower than 1.00)	0.96	0.99	1.00	1.00
Balance Sheet - Equity	$ 53,166	$ 13,361	$ 2,526	$ 2,349

Account	MAR 2017	APR 2017	*MAY 2017*	*JUN 2017*
Profit & Loss - Income	$ 438,289	$ 461,320		
Profit & Loss - Expense	$ 515,295	$ 436,554		
Profit & Loss - Net Income/(Loss)	**($77,006)**	**$24,767**	*$0*	*$0*
Cash Flow Net Increase / (Decrease)	$ (422,134)	$ 524,429		
Cash End of Period	**$ 129,834**	**$ 679,030**		
Balance Sheet - Assets	$ 1,148,220	$ 1,668,100		
Balance Sheet - Liabilities	$ 1,222,877	$ 1,717,991		
Debt to Asset Ratio (should be lower than 1.00)	1.07	1.03		
Balance Sheet - Equity	$ (74,657)	$ (49,890)		

Account	YTD	Y/E PROJECTION
Profit & Loss - Income	$ 4,487,662	$ 5,597,370
Profit & Loss - Expense	$ 4,409,160	$ 5,621,370
Profit & Loss - Net Income/(Loss)	**$ 78,502**	**$ (24,000)**
Cash Flow Net Increase / (Decrease)	$ 488,734	
Cash End of Period	**$ 679,030**	
Balance Sheet - Assets	$ 1,668,100	
Balance Sheet - Liabilities	$ 1,717,991	
Debt to Asset Ratio (should be lower than 1.00)	1.03	
Balance Sheet - Equity	$ (49,890)	

Comments / Issues:

- Pre K Budget finalized - 46 students @ $10K and 5 students @ $5K

new york city
montessori
charter school

2017/2018 FY

Budget Draft

NYC MONTESSORI CHARTER SCHOOL	FY16-17 BUDGET	FY16-17 Projected FYE (as of Mar 2017)	FY17-18 BUDGET DRAFT	Difference	Comments/Notes
Total Revenue	5,905,328	5,614,680	5,815,146	200,465	
Total Expenses	5,829,856	5,635,380	5,644,739	9,359	
NET INCOME	75,472	(20,700)	170,407	209,824	
ASSUMPTIONS					
Per Pupil - GenEd		$ 14,027	$ 14,527		Expected to be increased
Per Pupil - SpEd (20-60%)		$ 10,390	$ 10,390		
Per Pupil - SpEd (>60%)		$ 19,049	$ 19,049		
Per Pupil - Facilities		20%	30%		Expected to be increased
NYS One Time Appropriation		$ 430	$ 300		
INCOME					
4100 State Grants					
4101 Per Pupil Allocations	4,123,938	3,846,554	3,994,925	148,371	Based on 275
4101a Pre-K - Per Pupil Allocations	520,000	520,000	520,000	-	Based on 52 @ $ 10,000 per student
4102 Per Pupil Allocations for SPED	588,784	650,478	623,420	(27,058)	Based on 5 students 20-60% ($10,390) / 30 students >60% ($19,049)
4103 NYSTL	17,126	18,120	16,019	(2,101)	Based $58.25 per student
4104 NYSSL	4,404	4,660	4,120	(541)	Based $14.98 per student
4105 NYSLIB	1,838	1,944	1,719	(225)	Based $6.25 per student
4108 Rent Relief	258,097	213,351	331,216	117,865	Based on Gd 4 & 5 (76)
4110 Per Pupil - One time adjustment allocation	126,420	117,917	82,500	(35,417)	One time Appropriation per student
Total 4100 State Grants	5,640,606	5,373,023	5,573,918	200,894	
4200 Federal Grants					
4201 IDEA for Sp. Ed.	40,000	42,994	42,994	-	Based on prior year actual payment received
4202 E-Rate for Tech/Comm	12,524	6,076	6,076	-	Based on FY16-17 funding
4203 Title I	205,316	186,118	186,118	-	Based on FY16-17 funding
4204 Title IIA	6,632	6,040	6,040	-	Based on FY16-17 funding
Total 4200 Federal Grants	264,472	241,228	241,228	-	
4300 Contributions					
4302 Unrestricted Contributions	250	429	-	(429)	
Total 4300 Contributions	250	429	-	(429)	
TOTAL INCOME	5,905,328	5,614,680	5,815,146	200,465	
EXPENSES					
5000 Compensation					
Total 5100 Administrative	792,685	682,315	681,769	(546)	See Staff Plan
Total 5200 Instructional Staff	1,865,130	1,570,420	1,397,671	(172,750)	See Staff Plan
Total 5300 Special Education	356,271	583,508	791,729	208,221	See Staff Plan
Total 5400 Incentive	30,000	8,000	-	(8,000)	See Staff Plan
Total 5000 Compensation	3,044,086	2,844,243	2,871,169	26,926	
5500 Benefits					
5502 Social Security - EmployER Expense	188,733	176,343	176,190	(153)	FICA - 6.2%
5505 Medicare - EmployER Expense	44,139	41,242	41,632	390	FICA - 1.45%
5509 Metro NY-City Tax	15,220	14,221	14,356	135	.05% of total compensation
5510 NY State Unemployment Insurance		57,744	46,321	(11,423)	Based on unemployment insurance rate - 4.325%
5511 Worker's Compensation Expense		42,694	20,000	(22,694)	Based on FY16/17 premium
5512 NY Disability		(1,000)	-	1,000	All inclusive benefits
5513 Medical Insurance	345,000	260,109	300,000	39,891	Est. $25K per month
5514 Dental Insurance	-	22	-	(22)	All inclusive benefits
5515 STD, LTD, Life Ins	-	2,799	3,000	201	Est. $250 per month
5516 Vision Insurance	-	2	-	(2)	All inclusive benefits
5520 Retirement 401(K)/403(B) Fees	-	1,250	1,250	-	Based on prior year charges
Total 5500 Benefits	593,093	595,426	602,748	7,323	
6100 Administrative Expenses					
6101 Office Supplies - General	20,000	18,000	20,000	2,000	
6102 Office Furniture (Non Asset)	1,741	1,303	1,500	197	
6103 Office Equipment (Non Asset)	-	12,000	12,500	500	Copier lease - $2,500 per quarter + $2500 overage fees

Grade	BUDGET HEADCOUNT
TBD	0
K	55
1	49
2	47
3	48
4	50
5	26
Total	275

Grade	(<20%) FY17-18 BUDGET	(20-60%) FY16-17 BUDGET	(>60%) FY16-17 BUDGET
TBD		(4.000)	4.000
K	3.000	-	3.000
1	4.000	1.000	4.000
2	4.000	3.000	8.000
3	4.000	1.000	5.000
4	8.000	4.000	5.000
5	4.000		1.000
Total	27.000	5.000	30.000

6106 Postage and Delivery	2,035	2,405	3,000	595	
6107 Dues & Subscriptions	20,000	28,044	16,000	(12,044)	
6108 Team Building/Staff Lunch & App	7,500	12,500	12,500	-	
6109 Staff Travel	381	381	400	19	
6110 Insurance - General	27,800	32,650	35,000	2,350	TBD - needs a proposal (based on FY16/17)
6111 School Events	2,955	5,000	5,000	-	
Total 6100 Administrative Expenses	**82,412**	**112,283**	**105,900**	**(6,383)**	
6200 Professional Services					
6202 Audit Fees	23,500	23,500	25,500	2,000	Est. an increase of $2,000 + OFP fees
6203 Payroll Services	70,000	70,314	64,040	(6,274)	Est. $85 p/mo. x total staff x 12 months + $250 per pay period
6204 Legal Services - Paid	20,000	270	1,000	731	
6207 Financial Management Services	46,350	60,000	60,000	-	Needs a proposal (based on FY16/17)
6208 Custodian Services	126,200	125,000	125,000	(0)	Based on $10,416.66 per month
6210 Substitute Teacher Services	10,000	1,905	2,000	95	
6213 Temporary Staffing Services	-	1,088	1,000	(88)	
6218 NYCSI Services	5,000	5,000	10,000	5,000	NCLB application and annual report support
6222 Security Services	-	35,100	48,000	12,900	Est. $4K per month
Total 6200 Professional Services	**301,050**	**322,176**	**336,540**	**14,364**	
6300 Professional Development					
6310 Staff Development					
6313 Instructional Staff PD	75,000	52,000	38,000	(14,000)	Includes all PD
6321 Board Expenses	2,500	-	200	200	board meetings
Total 6300 Professional Development	**77,500**	**52,000**	**38,200**	**(13,800)**	
6400 Marketing and Staff/Student Rec					
6402 Staff Recruiting	2,500	17,500	5,000	(12,500)	
6405 Advertising	500	500	500	-	
Total 6400 Marketing and Staff/Student Rec	**3,000**	**18,000**	**5,500**	**(12,500)**	
7100 Curriculum & Classroom Expenses					
7102 Classroom Supplies & Materials - General	40,000	27,000	25,000	(2,000)	
7104 Curriculum Textbooks & Other Curricula	10,000	9,071	10,000	929	
7107 Educational Materials - Special Education	2,060	-	-	-	
7108 NYSTL Expense	17,126	18,120	16,019	(2,101)	Based $58.25 per student
7109 NYSSL Expense	4,404	4,660	4,120	(541)	Based $14.98 per student
7110 NYSLIB Expense	1,838	1,944	1,719	(225)	Based $6.25 per student
7111 Library Books	6,180	318	500	182	
7112 Standardized Test Materials/Assessment Expense	8,000	4,000	5,000	1,000	
7113 Art/Music Supplies	6,000	3,524	3,500	(24)	
7115 Sport Equipment	1,500	532	1,000	468	
7116 Student Field Trips	8,425	191	1,000	809	
7117 Food Service/School Meals	20,000	6,500	6,500	-	
7121 Science Supplies	5,000	-	-	-	
Total 7100 Curriculum & Classroom Expenses	**130,532**	**75,860**	**74,357**	**(1,503)**	
8100 Facility					
8101 Rent	1,363,000	1,363,000	1,393,668	30,668	FY17-18 Rent: $116,139 p/mo. (based on lease)
8101a Deferred Rent	(64,005)	(64,005)	(87,743)	(23,738)	Est. Deferred Rent
8101b Property Taxes	-	85,000	48,000	(37,000)	Est. $4K per month
8102 Utilities	96,088	85,507	96,000	10,493	Est. $8K per month
8104 Repairs and Maintenance	25,000	20,000	20,500	500	
8105 Miscellaneous Repairs	2,100	433	-	(433)	
8106 Extermination Contract	-	630	900	270	Est. 6 visits per year @$150 per visit
Total 8100 Facility	**1,422,183**	**1,490,565**	**1,471,325**	**(19,240)**	
8200 Technology/Communication Expense					
8201 Phone and Internet	3,708	2,730	3,900	1,170	Est. $325 per month
8202 Mobile Phone Expense	5,165	2,861	3,000	139	Est. $250 per month
8204 Network Maintenance/Tech Support Services	12,000	12,000	21,000	9,000	Data Panda, website domain
8205 Database Development Services (SIS)	8,305	8,305	-	(8,305)	
8206 Website Consultants/Expenses	1,545	179	-	(179)	
8207 Technology Supplies	4,135	1,152	1,000	(152)	
Total 8200 Technology/Communication Expense	**34,858**	**27,227**	**28,900**	**1,673**	
8800 Miscellaneous Expenses					
8801 Bank Service Charges	467	100	100	-	

8802 Cash Flow Loan Interest/Fees	2,819	-	-	-	
8804 Expense Suspense Account	728	-	-	-	
8808 Principal Discretionary	10,000	2,501	5,000	2,499	
Total 8800 Miscellaneous Expenses	**14,014**	**2,601**	**5,100**	**2,499**	
8900 Depreciation Expenses	**127,128**	**95,000**	**105,000**	10,000	
TOTAL EXPENSES	**5,829,856**	**5,635,380**	**5,644,739**	**9,359**	
NET INCOME	**75,472**	**(20,700)**	**170,407**	**191,106**	
Fixed Assets					
1500 Assets					
1510 Computers and Hardware (office)	-	5,303	12,000	6,697	Est. 40 notebooks for students
1511 Computers and Hardware (pupil)	42,000	12,368	-	(12,368)	
1512 Furniture (Office)		-	1,000	1,000	
1513 Furniture (Pupil)		5,414	5,000	(414)	
1514 Equipment (Office)		1,680	1,700	20	
1516 Software		-	14,000	14,000	Power School System
1518 Leashold Improvements		-		-	
1519 Website		-		-	
1520 Architect Expenses		-		-	
Total 1500 Assets	**42,000**	**24,766**	**33,700**	**8,934**	
Net Income	75,472	(20,700)	170,407		
Add Depreciation	127,128	95,000	105,000		
Add Deferred Rent	(64,005)	(64,005)	(87,743)		
Minus Fixed Assets	(42,000)	(24,766)	(33,700)		
Cash Income	**96,595**	**(14,470)**	**153,964**		

new york city montessori charter school

New York City Montessori Charter School (NYCMCS)
Board of Trustees Annual Meeting

423 E. 138th Street, Bronx, New York 10454
June 22, 2017
4:30 p.m.

AGENDA

I. Call to Order/Roll Call (1 minute)

II. Public Comments (2 minutes per person)

III. Approval of Minutes—May 2017 (2 minutes)

IV. Principal's Report (20 minutes)
- Dashboard Review

V. Board of Trustees Operations (30 minutes)—*Use of Consent Agenda*
- Adoption of 2017-2018 Dashboard Schedule of Reports for Board Meetings (See Consent Agenda)
- Election of Officers' Slate (See Consent Agenda)
- Adoption of Trustee Membership Terms (See Consent Agenda)
- Board of Trustees Self-Evaluation Results

VI. Committee or Task Force Reports (20 minutes)
- Building and Grounds Committee Report
- Education Committee
- Finance Committee Report
- Family Association Report

VII. Scheduling of Annual Board Offsite Meeting/Retreat

VIII. Adjournment

Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138th Street, Bronx, New York 10454

June 22, 2017

3:30 p.m.

AGENDA

Committee Purpose: The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

I. Call to Order

II. Minutes – Meeting of May 17, 2017

III. Principal Dashboard Review

IV. Status of Curricula Materials Development for 2017-18

V. Annual Report – Education Committee

VI. Announcement - Science Day (NYCMCS & Hostos Community College Education Department)

- Date: Oct. 26, 2017 from 1-3 p.m.
- Purpose: To expose NYCMCS students to science.
- NYCMCS Teachers' Role: To showcase science projects prepared by all NYCMCS students
- HCC Students: Design Science Day projects and conduct them at NYCMCS

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VII. Adjournment

New York City Montessori Charter School Board of Trustees

May 17, 2017 4:45 p.m.

The meeting convened at the school building at 423 East 138th Street in the Bronx at 4:30pm. Dr. Clay, Dr. DiSanto, Ms. Keane, Mr. Mullane and Principal Hayes were present. Mr. Cohen participate by telephone. Kim Small, Crystal Astwood and Wanda Andujar were also present.

The April 19, 2017 minutes were approved. Principal Hayes delivered the Principal's report and referenced the May 2017 memo from the NYC Charter School Center regarding legislative changes in the 2017-18 NYS budget affecting charter schools. He explained the increase in per pupil funding and how that increase would directly affect NYCMCS' projected budget for next year. Principal Hayes then provided information regarding the DOE's salary schedule effective May 1, 2017 for certified teachers. Discussion ensued about how NYCMCS might implement such a salary schedule in whole or in part. The board requested that Principal Hayes prepare various proposed scenarios for implementing the DOE's salary schedule in whole or in part and how such implementation might affect NYCMCS' projected budget for next year. Next, Mr. Hayes noted that he continues to search for alternative spaces to meet budget and spacing needs. Discussion ensued about building repairs for which the landlord is responsible. The board determined that several board members will plan to meet with the landlord in early June to discuss repairs and rent issues. Mr. Hayes also updated the board regarding the programmatic and staffing changes planned for next year. He explained that the programmatic changes are modeled after a successful Montessori school in Cincinnati and will blend Montessori and classic education models. Mr. Hayes discussed the changes in the leadership team. The board also previewed the agenda for the June board meeting, which will include, among other things, the election of officers and the review of handbooks and other documents.

The Buildings and Grounds Committee addressed the board and confirmed that all topics germane to the committee had been covered in the Principal's report.

Next the Education Committee presented its agenda items from its last committee meeting and the board discussed the same.

The Finance Committee confirmed that it had no further information to add to the previous discussions.

There being no further business before the board, the meeting was adjourned at 5:43pm.

Maria H. Keane

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Board Member

new york city montessori charter school

NYC Montessori Charter School Board Deck

June 19, 2017

Operations

Monthly Enrollment

Grade	Current Enrolment	Waitlist	New this Month	Attrition this month	Total Seats Available
All	321	0	0	0	22
PreK	49	0	0	0	3
K	55	0	0	0	+3
1	45	0	0	0	7
2	48	0	0	0	4
3	48	0	0	0	4
4	49	0	0	0	3
5	27	0	0	0	1

Monthly Enrollment Targets

	Current # Students	Current % Students	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

*Economically Disadvantaged= ED

Monthly Retention Targets

	Current Retention (# Students)	Current Retention (% of students)	Comparable District %
ED	289	88.7	92.3
ELL	58	20.9	16.2
SPED	79	20.5	22.2

Monthly Staffing Update

	2015-2016	April 2017	Current YTD
Administrators			
# Total	8	8	8
Hires	2	0	0
Attrition	2	0	4
Attrition at years' end	3	N/A	N/A
Vacancies	2	0	0
Explanation			
Teachers			
# Total	46	43	43
Hires	31	1	32
Attrition	8	0	20
Attrition at years' end	8	N/A	N/A
Vacancies			
Explanation			
Other Staff			
# Total	1	5	6
Hires	2	0	0
Attrition	0	0	4
Attrition at years' end	0	N/A	N/A
Vacancies	0		
Explanation	Lunch Aides, Ops. Associate/Mental Health Counselor		

Monthly Teachers by Area

Area	# Total	Vacancy	Hired this month	Attrition this month
Gen Ed	10	2	0	0
SPED	7	2	0	0
Specials	6	2	0	0
TA	20	1	0	0

Monthly Teachers By Grade

Grade	# Total	Vacancy	Hired this month	Attrition this month
Pre-K	6	0	1	0
K	11	0	0	0
1	11	0	0	0
2	10	0	0	0
3	10	0	0	0
4	8	0	0	0
5	8	0	0	0

Instruction

ESEA Annual Accountability Designation

Current Designation	Minimum Expectation	Target
Priority	Good Standing	Reward

Annual Similar Schools Comparison: Math

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	14	11	41	75	100
ED	11	10	48	75	100
ELL	2	10	10	75	100
SPED	4	13	35	75	100

Annual Similar Schools Comparison: ELA

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	15	11	41	75	100
ED	11	10	51	75	100
ELL	3	20	9	75	100
SPED	2	6	20	75	100

Quarterly Teacher Effectiveness Update

	Leads	TAs	Specials	Total
Green	10	11	1	22
Yellow	4	4	2	10
Red	3	2	0	5

Annual State Test Proficiency: Math

	# students 3/4	% students 3/4	Dist. Average	State Average
All	14	11.2	36.4	39.1
ED	11	10	30	28
ELL	2	10	39.1	39.1
SPED	4	13	11	45
Grade 3	6	6.1	41	44.1
Grade 4	5	13.1	41.4	44.7
Grade 5	3	7.8	37.5	40.1

Annual State Test Proficiency: ELA

	# students 3/4	% students 3/4	Dist. Average	State Average
All	15	12	38	37.9
ED	11	10	31	27
ELL	3	15	37.9	37.9
SPED	2	6	9	44.1
Grade 3	6	12.5	40.9	41.9
Grade 4	5	13.5	41.4	40.8
Grade 5	3	7.69	34.1	33.5

Monthly Intervention Update

Week 3

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	46	7	15.2	23	50
4th	44	5	11.3	11	25
5th	21	4	19	10	47

Week 4

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	48	11	22.9	18	37
4th	47	13	27.6	19	40
5th	25	21	84	3	12

Week 5

Grade	# of students tested	# of passing students	% of passing students	# of bubble students	% of bubble students
3rd	44	31	70.4	8	18
4th	45	18	40	19	42
5th	23	14	60	7	30

Instruction (continued)

Annual Similar Schools Comparison: Science

	# of students scoring 3/4	% of students scoring 3/4	NYS Mean Proficiency (Comp. Schools	Min. Expect.	Target
All	0	0	72	75	100
ED	0	0	11	75	100
ELL	0	0	12	75	100
SPED	0	0	50	75	100

Annual Trending Toward Proficiency: Math

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	18	14	0	0	75%	100%
ED	14	11	0	0	75%	100%
ELL	N/A	2	2	1	75%	100%
SPED	2	4	2	3.6	75%	100%

Annual Trending Toward Proficiency: ELA

	# of 3/4 in 2015	# maintain 3/4 in 2016	# of students improving score	% maintain or improving	Min.	Target
All	5	15	9	4.5	75%	100%
ED	4	11	7	3.7	75%	100%
ELL	N/A	3	3	N/A	75%	100%
SPED	0	2	2	N/A	75%	100%

Culture

Monthly Attendance Update

Month	All Students	SPED
April	88.93%	86.35%
May	89.71%	88.10%

Monthly Suspension Data

Category	YTD	% of School suspended	District Average
OSS Total	74	27.3%	22%
OSS SPED	32	11.8%	11%
OSS Conduct	8	2.9%	2%
OSS due to Violence	66	24.3%	21%

Culture Calendar

Date	Activity
June 15	5th Grade Stepping Up
June 16th	5th Grade Trip
June 22nd	5th Grade Banquet

Calendar

Date	Activity
June 29	Last Day of School for Students

Special Education

Monthly SPED Caseload Update

SPED Students	Current	Previous	Change
Initial Referrals	26	24	2
Outstanding IEP's	12	8	4
New < 20	1	1	1
New 20-60	0	0	0
New >60	0	6	0
Total < 20	26	26	0
Total 20-60	6	7	-1
Total >60	38	38	0

Finance

Budget Thumbnail - Month

	Current Month (Budgeted)	Current Month (Actual)
Revenues	$487,451	$483,802
Expenses	$472,732	$419,638
Net	$14,719	$65,164

Budget Thumbnail - YTD

	FYE (Budgeted)	FYE (Projected 6/30)
Revenues	$5,905,327	$5,597,370
Expenses	$5,829,855	$5,619,502
Net	$75,472	($22,132)

Education Committee

New York City Montessori Charter School (NYCMCS) Board of Trustees
423 East 138th Street, Bronx, New York 10454

REPORT TO BOARD OF TRUSTEES

June 22, 2017

- Principal Dashboard (Developed and revised for more effective monitoring of data) – The Dashboard includes information that covers four major areas:
  1. Budget (Budget Thumbnail for the month and year-to-date)
  2. Instruction
     - Monthly Special Education Caseload Update
     - ESEA Annual Accountability Designation
     - Annual Trending Toward Proficiency in Math and ELA
     - Annual Similar Schools Comparison in Science, Math, and ELA
     - Quarterly Teacher Effectiveness Update
     - Annual State Test Proficiency in Math and ELA
     - Monthly Intervention Update
  3. Culture (Monthly attendance update; suspension data; and culture calendar)
  4. Operations
     - Monthly enrollment; enrollment targets; and retention targets
     - Monthly staffing update; teachers by area; and teachers by grade

- Corrective Action Plan (Developed by NYCMCS and approved by SED to achieve the outcomes expected by the Board of Regents for the charter schools they authorize). All schools are expected to educate students to proficiency as demonstrated by the state test results in Mathematics and English Language Arts. Throughout the year, via analysis of school in-house tests, NYCMCS has made progress in addressing the issues noted in the Corrective Action Plan and in preparation for the state exams. NYCMCS staff are developing curricula materials for 2017-18. The Administration has decided to use the NWEA Map assessments (a norm based testing tool) rather than the benchmark assessment system the school used this year (2016-17).

- After School Program and Summer Program – Each of the programs are operated by the South Bronx Overall Economic Development Corporation (SoBRO). The focus of the After-School Program is on STEAM (Science, Technology, Engineering, Art, and Math). The After-School Program is ending the year with 150 participating students.

- Kudos to Mr. Abeku Hayes, Principal, and the NYCMCS staff for their tenacious efforts to assure effective teaching and improvement in student learning outcomes.

- Collaboration with Hostos Community College – A Physical Education Professional Development Program was conducted. The NYCMCS-HCC Intern Program was suspended until next fall. A Science Day will be conducted on Oct. 26, 2017.

Report respectfully submitted by Denise Clay, Education Committee Chair, June 22, 2017

1. Bank accounts update - Chase Statements

Account	JUL 2016	AUG 2016	SEP 2016	OCT 2016
Operating (Checking)	$ 687,144	$ 1,170,837	$ 706,897	$ 921,796
Debit (Debit Card)	$ 5,220	$ 3,246	$ 1,214	$ 2,387
Total Operating Cash	**$ 692,365**	**$ 1,174,083**	**$ 708,111**	**$ 924,183**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 767,366**	**$ 1,249,084**	**$ 783,112**	**$ 999,184**

Account	NOV 2016	DEC 2016	JAN 2017	FEB 2017
Operating (Checking)	$ 515,631	$ 833,055	$ 345,686	$ 774,632
Debit (Debit Card)	$ 621	$ 42	$ 4,402	$ 4,385
Total Operating Cash	**$ 516,252**	**$ 833,097**	**$ 350,087**	**$ 779,017**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 591,253**	**$ 908,098**	**$ 425,088**	**$ 854,018**

Account	MAR 2017	APR 2017	MAY 2017	JUN 2017
Operating (Checking)	$ 298,932	$ 819,836	$ 417,701	
Debit (Debit Card)	$ 3,905	$ 3,702	$ 2,686	
Total Operating Cash	**$ 302,837**	**$ 823,538**	**$ 420,387**	**$ -**
Money Market (Savings)	$ 1	$ 1	$ 1	$ 1
Escrow (Dissolution)	$ 75,000	$ 75,000	$ 75,000	$ 75,000
Total Cash	**$ 377,838**	**$ 898,539**	**$ 495,388**	**$ 75,001**

2. Financial status update - QB Reports

Account	JUL 2016	AUG 2016	SEP 2016	OCT 2016
Profit & Loss - Income	$ 414,180	$ 414,235	$ 487,486	$ 481,346
Profit & Loss - Expense	$ 246,288	$ 401,829	$ 489,200	$ 455,978
Profit & Loss - Net Income/(Loss)	**$167,892**	**$12,406**	**($1,714)**	**$25,368**
Cash Flow Net Increase / (Decrease)	$ 245,743	$ 499,706	$ (459,007)	$ 208,279
Cash End of Period	**$ 525,429**	**$ 1,037,542**	**$ 576,821**	**$ 810,468**
Balance Sheet - Assets	$ 1,474,624	$ 1,835,179	$ 1,412,367	$ 1,672,574
Balance Sheet - Liabilities	$ 1,435,124	$ 1,783,273	$ 1,362,175	$ 1,597,014
Debt to Asset Ratio (should be lower than 1.00)	0.97	0.97	0.96	0.95
Balance Sheet - Equity	$ 39,500	$ 51,906	$ 50,192	$ 75,560

Account	NOV 2016	DEC 2016	JAN 2017	FEB 2017
Profit & Loss - Income	$ 427,641	$ 470,584	$ 445,820	$ 446,761
Profit & Loss - Expense	$ 450,035	$ 510,389	$ 456,654	$ 446,937
Profit & Loss - Net Income/(Loss)	($22,394)	($39,806)	($10,835)	($177)
Cash Flow Net Increase / (Decrease)	$ (392,587)	$ 360,782	$ (484,074)	$ 407,596
Cash End of Period	**$ 395,488**	**$ 716,463**	**$ 221,555**	**$ 628,974**
Balance Sheet - Assets	$ 1,319,593	$ 1,671,167	$ 1,262,052	$ 1,615,080
Balance Sheet - Liabilities	$ 1,266,427	$ 1,657,806	$ 1,259,526	$ 1,612,731
Debt to Asset Ratio (should be lower than 1.00)	0.96	0.99	1.00	1.00
Balance Sheet - Equity	$ 53,166	$ 13,361	$ 2,526	$ 2,349

Account	MAR 2017	APR 2017	MAY 2017	*JUN 2017*
Profit & Loss - Income	$ 438,289	$ 461,320	$ 483,802	
Profit & Loss - Expense	$ 515,295	$ 436,554	$ 419,638	
Profit & Loss - Net Income/(Loss)	**($77,006)**	**$24,767**	**$64,164**	***$0***
Cash Flow Net Increase / (Decrease)	$ (422,134)	$ 524,429	$ (258,643)	
Cash End of Period	**$ 129,834**	**$ 679,030**	**$ 420,387**	
Balance Sheet - Assets	$ 1,148,220	$ 1,668,100	$ 1,310,891	
Balance Sheet - Liabilities	$ 1,222,877	$ 1,717,991	$ 1,298,809	
Debt to Asset Ratio (should be lower than 1.00)	1.07	1.03	0.99	
Balance Sheet - Equity	$ (74,657)	$ (49,890)	$ 12,082	

Account	YTD	Y/E PROJECTION
Profit & Loss - Income	$ 4,971,463	$ 5,597,370
Profit & Loss - Expense	$ 4,828,798	$ 5,619,502
Profit & Loss - Net Income/(Loss)	**$ 142,666**	**$ (22,132)**
Cash Flow Net Increase / (Decrease)	$ 230,091	
Cash End of Period	**$ 484,551**	
Balance Sheet - Assets	$ 1,310,891	
Balance Sheet - Liabilities	$ 1,298,809	
Debt to Asset Ratio (should be lower than 1.00)	0.99	
Balance Sheet - Equity	$ 12,082	

Comments / Issues:

- Pre K Budget finalized - 46 students @ $10K and 5 students @ $5K

NYC Montessori Charter School
Budget vs. Actuals SUMMARY
Fiscal Year Ending 6/30/2017

REQUIRES ATTENTION/ MONITORING
POTENTIAL AREA OF CONCERN
NO CONCERNS AT THIS TIME

	Month:	5/31/2017		YTD through:	5/31/2017							
	Actual	Budget	Variance	Actual	Budget	Variance	Remaining	Projected FYE 6/30/17	ANNUAL BUDGET	BvA Diff		Comments
Income												
4100 State Grants	465,190	466,235	(1,045)	4,753,556	5,047,953	(294,397)	602,156	5,355,712	5,640,606	(284,893)	UNDER BUDGET	Under budget due to decrease in student enrollment and attrition throughout the school year / decrease to PreK budget/ funding
4200 Federal Grants	18,611	21,195	(2,584)	217,478	230,755	(13,277)	23,750	241,228	264,471	(23,243)	UNDER BUDGET	Under budget due to decrease in final Title I, IIA, and Erate allocations for the school year
4300 Contributions	0	0	0	429	0	429	0	429	250	179	OVER BUDGET	-
4400 Miscellaneous Income	0	21	(21)	0	231	(231)	0	0	0	0		-
Total Income	**483,802**	**487,451**	**(3,649)**	**4,971,463**	**5,278,939**	**(307,476)**	**625,906**	**5,597,370**	**5,905,327**	**(307,957)**		
Expenses												
5100 Administrative	49,605	66,100	(16,495)	624,279	708,916	(84,637)	57,580	681,859	792,685	(110,826)	UNDER BUDGET	Under budget due to resignations of Instructional Coach, AP of SpEd positons, and School Aide that will remain unfilled for the remainder of the year. The Security position was not hired, but provided through contracted services.
5200 Instructional Staff	123,697	155,428	(31,731)	1,283,007	1,476,566	(193,559)	288,468	1,571,475	1,628,257	(56,782)	UNDER BUDGET	Under budget due to terminations and maternity leaves. Staffing is complete for the school year and vacancies are expected to remain unfilled.
5300 Special Education	48,804	29,690	19,114	453,186	282,055	171,131	128,535	581,720	593,144	(11,424)	UNDER BUDGET	Under budget due to replacement hire at a lower salary
5400 Incentive	1,000	2,500	(1,500)	7,000	27,500	(20,500)	1,000	8,000	30,000	(22,000)	UNDER BUDGET	Under budget due to decrease in bonus payment
5000 Compensation	**223,105**	**253,718**	**(30,613)**	**2,367,471**	**2,495,037**	**(127,566)**	**475,582**	**2,843,054**	**3,044,086**	**(201,032)**		Actuals under budget based on current staff plan and vacancies expected to remain unfilled
5500 Benefits	43,738	49,424	(5,686)	505,278	543,664	(38,386)	72,448	577,726	593,092	(15,366)	UNDER BUDGET	Under budget due to decrease in payroll taxes and medical insurance
6100 Administrative Expenses	10,391	6,384	4,007	99,513	76,044	23,470	7,503	107,017	82,412	24,605	OVER BUDGET	Over budget due to increase spending on non-capitalized purchases, subscriptions, Gen. Insurance premiums, copier lease and overage fees
6200 Professional Services	21,805	24,980	(3,176)	276,918	252,584	24,334	55,479	332,396	301,050	31,346	OVER BUDGET	Over budget due to an increase in spending for security services, payroll fees, and financial services & annual report support
6300 Professional Development	650	6,291	(5,641)	59,249	69,201	(9,952)	751	60,000	77,500	(17,500)	UNDER BUDGET	Under budget due to a reduced spending plan
6400 Marketing and Staff/Student Rec	390	417	(27)	17,420	4,587	12,833	430	17,850	3,000	14,850	OVER BUDGET	Over budget due to one time staff placement fee of SpEd teacher
7100 Curriculum & Classroom Expenses	2,098	8,931	(6,833)	63,494	121,609	(58,115)	2,498	65,992	130,533	(64,541)	UNDER BUDGET	Under budget due to a reduced spending plan
8100 Facility	116,949	118,514	(1,565)	1,349,554	1,303,654	45,900	142,072	1,491,626	1,422,183	69,443	OVER BUDGET	Over budget due to accumulated and current year Property Taxes
8200 Technology/Communication Expense	503	2,905	(2,402)	23,006	31,955	(8,949)	3,743	26,749	34,858	(8,109)	UNDER BUDGET	Under budget due to decrease in communication costs
8800 Miscellaneous Expenses	10	1,168	(1,158)	2,425	12,848	(10,423)	(333)	2,092	14,014	(11,922)	UNDER BUDGET	Under budget due to a reduced spending plan
8900 Depreciation Expenses	0	0	0	66,661	0	66,661	28,339	95,000	127,127	(32,127)	UNDER BUDGET	Under budget based on prelim depreciation schedule
Total Expenses	**419,638**	**472,732**	**(53,094)**	**4,830,989**	**4,911,182**	**(80,193)**	**788,513**	**5,619,502**	**5,829,855**	**(210,353)**		
Net Operating Income	**64,164**	**14,719**	**49,445**	**140,474**	**367,757**	**(227,283)**	**(162,606)**	**(22,132)**	**75,472**	**(97,604)**		
Fixed Assets												
1500 Assets	**0**	**3,500**	**(3,500)**	**24,766**	**21,000**	**3,766**	**0**	**24,766**	**42,000**	**(17,234)**	UNDER BUDGET	Under budget due to decrease in capital spending

NYC MONTESSORI CHARTER SCHOOL	FY16-17 BUDGET	FY16-17 Projected FYE (as of Apr 2017)	FY17-18 BUDGET DRAFT - 2 %	FY17-18 BUDGET DRAFT - 5 %	FY17-18 BUDGET DRAFT - DOE
Total Revenue	5,905,328	5,597,370	5,816,389	5,816,389	5,816,389
Total Expenses	5,829,856	5,621,371	5,728,491	5,787,347	5,967,163
NET INCOME	$ 75,472	$ (24,000)	$ 87,898	$ 29,041	$ (150,774)
INCOME					
Total 4100 State Grants	5,640,606	5,355,713	5,575,161	5,575,161	5,575,161
Total 4200 Federal Grants	264,472	241,228	241,228	241,228	241,228
Total 4300 Contributions	250	429	-	-	-
TOTAL INCOME	$ 5,905,328	$ 5,597,370	$ 5,816,389	$ 5,816,389	$ 5,816,389
EXPENSES					
5000 Compensation					
Total 5100 Administrative	792,685	681,960	719,361	740,519	757,616
Total 5200 Instructional Staff	1,865,130	1,561,525	1,343,193	1,374,429	1,475,430
Total 5300 Special Education	356,271	581,720	854,429	857,401	905,567
Total 5400 Incentive	30,000	8,000	-	-	-
Total 5000 Compensation	**3,044,086**	**2,833,205**	**2,916,984**	**2,972,348**	**3,138,613**
Total 5500 Benefits	593,093	594,967	639,213	643,725	657,276
Total 6100 Administrative Expenses	82,412	105,124	105,900	105,900	105,900
Total 6200 Professional Services	301,050	325,980	337,560	336,540	336,540
Total 6300 Professional Development	77,500	60,000	38,200	38,200	38,200
Total 6400 Marketing and Staff/Student Rec	3,000	17,700	5,500	5,500	5,500
Total 7100 Curriculum & Classroom Expenses	130,532	65,709	74,849	74,849	74,849
Total 8100 Facility	1,422,183	1,494,771	1,471,325	1,471,325	1,471,325
Total 8200 Technology/Communication Expense	34,858	26,822	28,900	28,900	28,900
Total 8800 Miscellaneous Expenses	14,014	2,093	5,060	5,060	5,060
8900 Depreciation Expenses	127,128	95,000	105,000	105,000	105,000
TOTAL EXPENSES	$ 5,829,856	$ 5,621,371	$ 5,728,491	$ 5,787,347	$ 5,967,163
NET INCOME	$ 75,472	$ (24,000)	$ 87,898	$ 29,041	$ (150,774)
Total 1500 Assets	$ 42,000	$ 24,766	$ 33,700	$ 33,700	$ 33,700
Net Income	75,472	(24,000)	87,898	29,041	(150,774)
Add Depreciation	127,128	95,000	105,000	105,000	105,000
Minus Deferred Rent	(64,005)	(64,005)	(87,743)	(87,743)	(87,743)
Minus Fixed Assets	(42,000)	(24,766)	(33,700)	(33,700)	(33,700)
Minus Bank Reserve	-	-			
Cash Income	**96,595**	**(17,771)**	**71,455**	**12,598**	**(167,217)**
Total Compensation(includes Taxes & Benefits)	$ 3,637,179	$ 3,428,172	$ 3,556,197	$ 3,616,073	$ 3,795,889
Total Compensation/ Revenue	62%	61%	61%	62%	65%
Rent/ Revenue	23%	24%	24%	24%	24%

Good afternoon,

I would like to say thank you to my FA cabinet and the NYCMCS administration for another successful year. We had many parent workshops on Nutrition, child abduction/ human trafficking, bullying and suicide signs and prevention. All were very important and informative workshops. The FA hosted many events, Harvest Fest dance, Sweetheart dance, Family game night, movie night, Field day picnic, and we will be hosting the senior banquet. Parents, students and staff all enjoy these events. These events help build community and moral. It also, helps strengthen the parent/school relationship. It takes an entire community to raise a child. Especially, in this neighborhood and this day in age. I know at times it seems the Bronx is the forgotten Borough and District 7 is the forgotten district. We all need to continue with these activities and workshops to give the children and parents hope and support. We need to show our community that the sky is the limit.

FA cabinet volunteered in our classrooms and gave much support for Thanksgiving and Graduation celebrations. Teacher's enjoyed their cake for Appreciation Week. We truly try to support wherever a need may arise. Let us all continue to collaborate and build an even stronger relationship. Communication is the key for our continued success in our future endeavors.

Unfortunately, the lack of attendance to the Board meetings was due to scheduling. Hopefully, next year, FA will be able to attend and be more involved. It's been an adventure serving as FA President. I hope family involvement continues to evolve.

My biggest suggestion is to hold test prep classes during after school hours, Saturdays and/or school breaks. This will help teachers and students focus on the preparing for the test. Also, help students with their testing skills. We need to lower anxiety, build up confidence and be well prepared.

Again, thank you all for your support and many thanks to Sobro for all their help with our events.

Lisa Lozada-Jimenez
FA President

New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

Wednesday, June 21, 2017
4:30 p.m.

CONSENT AGENDA

#	Item	Yes	No
1	Adoption of 2017-2018 Goals	–	
2	Adoption of 2017-2018 Dashboard Schedule of Reports for Board Meetings	✓	
3	2017-2018 Election of Slate of Officers		
	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – Margaret Grossman	✓	
	• Treasurer – John Mullane	✓	
4	Membership Terms		
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals		
	• Board of Trustees Bylaws JULY		
	• Family Handbook		
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision		
	• Finance Manual (Finance Rep./Consultant)		
	• Employee Manual (Consultant)		
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)	✓	

Signature of Board Trustee

Note: *Upon completion, please give to the Secretary of the Board of Trustees or Designee*

New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

Wednesday, June 21, 2017
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CONSENT AGENDA

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	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – ~~Margaret Grossman~~ Maria Keane	✓ + MMK	✓ + MG
	• Treasurer – John Mullane	✓	
4	Membership Terms	✓	
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals		
	• Board of Trustees Bylaws		
	• Family Handbook		
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision		
	• Finance Manual (Finance Rep./Consultant)		
	• Employee Manual (Consultant)		
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)	✓	

To be voted upon at July BoT mtg

Maria Keane

Signature of Board Trustee

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New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

Wednesday, June 21, 2017
4:30 p.m.

CONSENT AGENDA

#	Item	Yes	No
1	Adoption of 2017-2018 Goals		
2	Adoption of 2017-2018 Dashboard Schedule of Reports for Board Meetings	✓	
3	2017-2018 Election of Slate of Officers	✓	
	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – Margaret Grossman MARIA	✓	TO MARIA
	• Treasurer – John Mullane	✓	
4	Membership Terms		
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals		
	• Board of Trustees Bylaws BOARD		
	• Family Handbook ADMIN		
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision		
	• Finance Manual (Finance Rep./Consultant) & SISH		
	• Employee Manual (Consultant) WHEBIRD		
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)	✓	

John Mullane

Signature of Board Trustee

Note: *Upon completion, please give to the Secretary of the Board of Trustees or Designee*

New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

Wednesday, June 21, 2017
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CONSENT AGENDA

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3	2017-2018 Election of Slate of Officers		
	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – ~~Margaret Grossman~~ MARIA KEANE	✓	
	• Treasurer – John Mullane	✓	
4	Membership Terms	✓	
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals	PASSED	*
	• Board of Trustees Bylaws	TO	*
	• Family Handbook	*	JULY
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision	FOR	
	• Finance Manual (Finance Rep./Consultant)	*	VOTING
	• Employee Manual (Consultant)	*	*
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)		

J M DiSanto

Signature of Board Trustee

Note: *Upon completion, please give to the Secretary of the Board of Trustees or Designee*

New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

Wednesday, June 21, 2017
4:30 p.m.

CONSENT AGENDA

#	Item	Yes	No
1	Adoption of 2017-2018 Goals		
2	Adoption of 2017-2018 Dashboard Schedule of Reports for Board Meetings	✓	
3	2017-2018 Election of Slate of Officers		
	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – ~~Margaret Grossman~~ Maria	✓ (to Maria)	
	• Treasurer – John Mullane	✓	
4	Membership Terms		
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals		
	• Board of Trustees Bylaws		
	• Family Handbook		
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision		
	• Finance Manual (Finance Rep./Consultant)		
	• Employee Manual (Consultant)		
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)	✓	

Educations - Denise, Ayca, Maria, Jackie
Finance - Ayca, John, Rory, Denise
Buildings/Grnd - John, Rory, Margaret

Signature of Board Trustee

Note: *Upon completion, please give to the Secretary of the Board of Trustees or Designee*

New York City Montessori Charter School (NYCMCS)

Board of Trustees Annual Meeting

NYCMCS, 423 East 138th Street, Bronx, New York 10454

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2	Adoption of 2017-2018 Dashboard Schedule of Reports for Board Meetings	✓	
3	2017-2018 Election of Slate of Officers		
	• Chair – Rory Cohen	✓	
	• Vice Chair – Ayca Ergeneman	✓	
	• Secretary – ~~Margaret Grossman~~ Maria Keane	✓	
	• Treasurer – John Mullane	✓	
4	Membership Terms		
	• Denise Clay (2016-2018)	✓	
	• Rory Cohen (2016-2019)	✓	
	• Jacqueline DiSanto (2016-2019)	✓	
	• Ayca Ergeneman (2016-2018)	✓	
	• Margaret Grossman (2016-2019)	✓	
	• Maria Keane (2017-2019)	✓	
	• John Mullane (2016-2018)	✓	
5	Approval of School Manuals		
	• Board of Trustees Bylaws		
	• Family Handbook		
6	Approval to Forward Manuals to the Appropriate Sources for Review and Revision		
	• Finance Manual (Finance Rep./Consultant)		
	• Employee Manual (Consultant)		
7	Appointment of Committee Chairs & Members to Committees/Task Forces (Document to be Submitted by Board Chair)	✓	

Motion To appropriate committee For July

Denise M. Clay

Signature of Board Trustee

Note: *Upon completion, please give to the Secretary of the Board of Trustees or Designee*

New York City Montessori Charter School

INDIVIDUAL BOARD MEMBER SELF-REVIEW FORM

NAME: Denise M. Clay

Part 1 – Are you satisfied with your performance as a member of the Board of Trustees in the following areas *(rate your performance in spaces that apply below)*:

	Very good	Adequate	Needs work
• Attendance at Board of Trustees meetings	✓		
• Input in policy development and decision-making	✓		
• Attendance at committee meetings			✓
• Fund development			✓
• Strategic relationship building		✓	
• Other			

Part 2 – What factors contributed to your performance or lack of performance in areas above (please be specific):

Education

Part 3 – Here's what I would need from the Board of Trustees to maintain/increase my level of board commitment:

Part 4 – Do you have any other comments or suggestions that will help the Board increase its effectiveness?

Attendance at committee meetings

Entry 11 Enrollment and Retention of Special Populations

Created: 07/05/2017 • Last updated: 07/26/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	In 2016-17, 91.2% of NYCMCS's students were Economically Disadvantaged, falling short of the enrollment target by 4.4 percentage points. To recruit these students, the school utilized the following strategies: • We contacted local day care centers in high-need neighborhoods. We specifically targeted all daycare centers in the 10454 zip code. Outreach included distributing brochures and notifying parents of admission and lottery instructions. We began outreach in January 2017. • We presented to numerous local early childhood center staff and parents, again targeting neighborhoods with a high percentage of families living in poverty. Our presentation included a description of the school, our educational philosophy and programs to promote an inclusive environment. We also shared application instructions and invited parents to tour the school. • We conducted outreach to local community based organizations and shared information to facilitate referrals to our school. • We held two open houses for prospective families. • We posted signs regarding our application process outside of our building and throughout the community. In particular, we	As we were close to meeting this target in 2016-17, we will employ the same strategies, but increase the number of visits to and information sessions we make in community-based organizations in high need neighborhoods in the South Bronx.

	posted flyers at grocery stores, churches and libraries.	
English Language Learners	In the past school year, 17.8% of NYCMCS's students were English Language Learner, 3.9 percentage points below the enrollment target. To recruit ELL students, the school utilized the following strategies: • We contacted local day care centers that serve a high number of non-English speaking families. All materials shared with translated into Spanish. We began outreach in January 2017. • We presented to numerous local early childhood center staff and parents. Our presentation included a description of the school, our educational philosophy and programs to serve ELLs students. Translators were brought to every presentation, and applications in multiple languages were available. • We conducted outreach to local community based organizations that serve non-English speaking and shared information in several languages to facilitate referrals to our school. • We held two open houses for prospective families. Presentations were provided in English and Spanish. • We posted signs in Spanish regarding our application process outside of our building and throughout the community. In particular, we posted flyers at grocery stores, churches and libraries.	As we were close to meeting this target in 2016-17, we will employ the same strategies, but increase the number of visits to and information sessions we make in community-based organizations that serve a high number of non-English speaking families.
Students with Disabilities	Of the total enrollment for 2016-17, the percentage of Students with Disabilities was 19.3, 2.6 percentage points below the target. To recruit Students with Disabilities, the school shared information on the wide range of interventions and special education services offered at the school at every community visit, school tour, and information session. Promotional materials also highlighted the inclusive nature of the school and the personalized instructional model. We also maintained a strong relationship with the Committee on Special Education.	As we were only a few percentage points away from this goal, we are confident that our specific strategies are effective, but will increase the number of visits to and information sessions held in community-based neighborhoods.

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)

Economically Disadvantaged	Research suggests that economically disadvantaged students (students eligible for free or reduced priced lunch) are at a much greater risk for academic failure. To support these and other students, the school has implemented a Response to Intervention (RTI) program to maximize student achievement and minimize behavioral problems. At NYCMCS, we follow a three tier implementation plan. We use research based interventions at each tier as appropriate and target interventions to the student, their personality and their challenges.	Our efforts to retain and serve Economically Disadvantaged students have resulted in the vast majority of our families expressing a high degree of satisfaction with the school and choosing to re-enroll their children year after year. Therefore, changes to the school's program will only be made if necessitated by student data and/or parental concerns.
English Language Learners	To support ELLs, NYCMCS employs a certified English-as-a-Second-Language (ESL) Teacher. She has an MA in TESOL and initial NYS TESOL K-12 teacher certification. She has fulfilled all requirements toward Common Branches certification except for the DASA training. Prior to working full-time, she taught part-time for ten years and is familiar with a variety of languages. The ESL Teacher provides push-in and pull-out instructional support to ELLs based on individual student needs. The ELL teacher oversees the program under the supervision of the Director of Instruction and the Director of Outreach. The ELL teacher collaborates frequently with the classroom teachers, Special Education Support Services teacher, and other service providers, discussing student needs, setting goals, sharing observations and results from assessments, and providing supports for differentiation, as well as sharing materials.	Our efforts to retain and serve English Language Learners have resulted in the vast majority of our families expressing a high degree of satisfaction with the school and choosing to re-enroll their children year after year. Therefore, changes to the school's program will only be made if necessitated by student data and/or parental concerns.
Student	To support students with disabilities, NYCMCS employs seven Special Education teachers who provide the following continuum of services based on a students Individualized Education Plan (IEP): Special Education Support Services, Integrated Co-Teaching, and self-contained classrooms. Special Education teachers collaborate routinely and frequently with the General Education teachers. The school follows a school-within-a school model, with grade-level teachers forming teams with one or more grades. These teams comprise Special Education and General Education teachers who have joint responsibility for planning	Our efforts to retain and serve Students with Disabilities have resulted in the vast majority of our families expressing a high degree of

s with Disabilities	lessons, activities and projects. They meet regularly several times a week, plan together, compare data, exchange experiences, build curriculum, and keep in step with the pacing calendar. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. Each team has a Team Leader, who can be either Special or General Education teachers. The Assistant Principals and Instructional Coach meet regularly to oversee the special education program. Specifically, they ensure that the program meets curricular, teaching, compliance and special education standards. They also monitor student progress and recommend changes to the program to ensure effectiveness.	satisfaction with the school and choosing to re-enroll their children year after year. Therefore, changes to the school's program will only be made if necessitated by student data and/or parental concerns.

Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/21/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 – 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 – 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	35.00	2.16	9.06	0.94	39.23

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 – 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 – 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	5.00	1.44	1.42	0.00	9.42

Thank you

Entry 13 Uncertified Teachers

Last updated: 07/21/2017

FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017	39.23
FTE Count of All Certified Teachers as of June 30, 2017	15.93

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

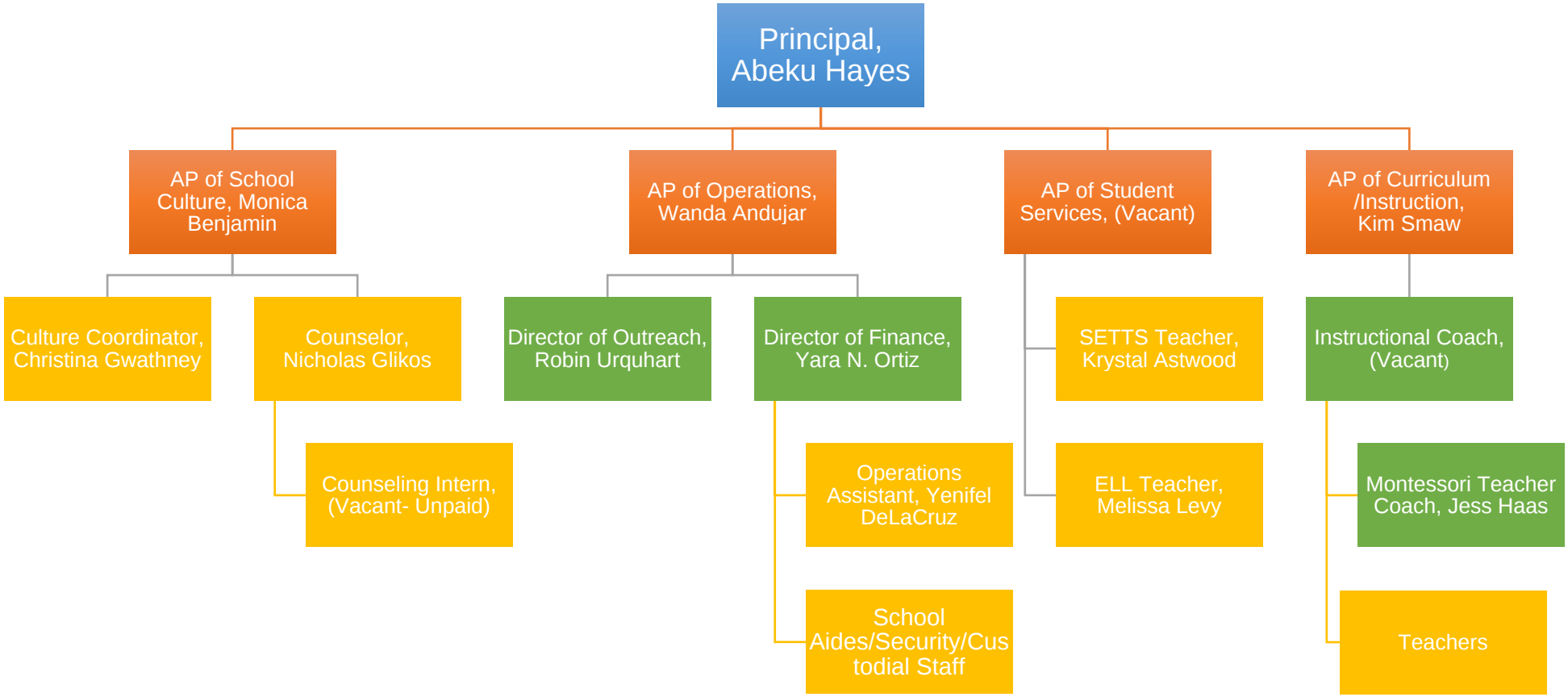
FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	5
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	5
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

Thank you.

new york city montessori charter school

2016/2017 Organizational Chart



New York City Montessori Charter School

2017-18 School Calendar

August 2017

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

September 2017

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

October 2017

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

November 2017

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

December 2017

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

January 2018

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

February 2018

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

March 2018

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

April 2018

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

May 2018

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

June 2018

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

July 2018

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

CALENDAR KEY

First/Last Day of School
School Closed/Holidays
Teacher In-Service. NO STUDENTS
State Test Administration
Parent Teacher Conferences
End of the Trimester
End of the Report Period
PreK Dates
School Events

new york city montessori charter school

Calendar Details

Date(s)	Details
Aug. 14- Sept. 6	Summer Teacher Orientation
Sept. 5-6	PreK Phase in Days
Sept. 4	School Closed (Labor Day)
Sept. 7	First Day of School (All Students)
Sept. 21-22	School Closed (Rosh Hashanah)
Oct. 9	School Closed (Columbus Day)
Oct. 20	End of Report Period 1
Nov. 7	School Closed for students (Teacher PD Day-Election Day)
Nov. 22	Thanksgiving Celebration
Nov. 23-24	School Closed (Thanksgiving)
Dec. 1	End of Trimester 1
Dec. 6-7	Parent Teacher Conferences
Dec. 25-Jan. 1	Winter Recess
Jan. 15	School Closed (Martin Luther King Jr. Day)
Jan. 19	End of Report Period 3
Feb. 19-23	School Closed (Mid-Winter Recess)
Mar. 9	End of Trimester 2
Mar. 14-15	Parent Teacher Conferences
Mar. 30	Good Friday
Apr. 2-6	School Closed (Spring Break)
Apr. 11-13	State Test Administration- 3-8 English Language Arts
Apr. 9-May 18	State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing
April 27	End of Report Period 5
May 1-3	State Test Administration- 3-8 Mathematics
May 12	Family Fun Day
May 23- June 1	State Test Administration- Grade 4 Science Performance Test
May 28	School Closed (Memorial Day)
June 4	State Test Administration- Grade 4 Science Written
June 8	End of Trimester 3
June 13-14	Parent Teacher Conferences
June 21	Last Day of School for Students
June 22-26	Teacher EOY PD