

APPLICATION SUMMARY

Charter School Name	Mohawk Valley Community Charter School
Applicant Name(s)	B. Ann Maher Dr. Tanya Perkins-Mwantuali
Media Contact Name	B. Ann Maher
Media Contact Email Address	MVCCS2012@gmail.com
Media Contact Telephone Number	315-717-4257 or 315-891-3952
District of Location	Utica City School District
Opening Date	August 29, 2013
Proposed Charter Term	Five Years
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	Year 1 Kindergarten and Grade One 150 students Year 2 Kindergarten-Grade Two 225 students Year 3 Kindergarten-Grade Three 300 students Year 4 Kindergarten-Grade Four 375 students Year 5 Kindergarten-Grade Five 450 students
Projected Maximum Enrollment and Grade Span	When fully enrolled, MVCCS will serve 450 students in Grades Kindergarten through Five.
Mission Statement: Mohawk Valley Community Charter School (MVCCS) students will become well-rounded, successful, global citizens prepared for higher education and the work force, empowered to effect positive change in the world. MVCCS students, representing diverse cultures, will accomplish this through an academically rigorous curriculum which will prepare students to think critically, problem-solve effectively, and to become engaged and responsible citizens.	

The opportunity to help children of the Mohawk Valley meet their potential through high quality education has brought together a committed, caring group of individuals who have the will, the skill, and the capacity to create, implement, and oversee the Mohawk Valley Community Charter School. This school, whose acronym will be MVCCS, will use an Individual Achievement Plan uniquely designed for each student. It will focus on student resiliency, self-regulation and problem solving techniques to help its students thrive academically, socially and emotionally. The curriculum will be aligned with the NYS Common Core Standards. It will be governed by a not for profit board of trustees.

The Key Design Elements of the school are these:

- **Global Academic Curriculum** - Through an inquiry-based approach to learning, students will learn to work collaboratively, celebrating the cultural diversity of our region.
- **Individualized Approach to Learning** - A strength-based approach to instruction will be emphasized for every child. At entry, and at regular intervals thereafter, each child's academic, social, emotional, physical, and behavioral strengths will be assessed, and data-based instruction will direct the *Individual Achievement Plan (IAP)* for each child.
- **Positive and Supportive Environment** - Teachers will employ evidence-based strategies to increase student motivation, focus, cooperation, and collaboration. Social-emotional awareness and skill development will augment each child's resilience, self-regulation and problem-solving capacity.
- **Parent and Community Involvement** - MVCCS parents and caregivers will be partners in learning, through shared-decision making and an active Parent Teacher Organization (PTO). Students and families will benefit from our strong school partnerships with family service agencies and community organizations.
- **School-wide Accountability** - A model of data-driven decision-making will assure that instructional methods and curricular designs lead students to academic success. Mastery of New York State Common Core Standards will be a priority.

Because this will be the first Charter School in the Mohawk Valley, the initial response to the initiative has been promising. The MVCCS Founding Group has embarked on an outreach initiative to ensure that families, parents and community leaders are given a voice in the planning process. These various constituencies are providing feedback to the planning team about the problems facing the Mohawk Valley, as well as what they are hoping for in a charter school. The base of support has become wide and deep, with involvement from local colleges, non-profit agencies, politicians, and educational personnel.

It is our intention to offer a collaborative, strength-based educational opportunity through the Mohawk Valley Community Charter School. We will strengthen the community through connected families and successful children.

CERTIFICATION AND ASSURANCES STATEMENT

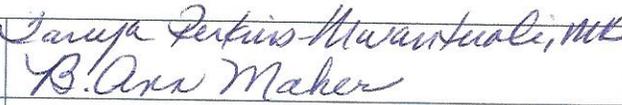
Proposed Charter School Name : Mohawk Valley Community Charter School
 Proposed School Location (District) : Utica City School District

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."¹

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;³ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

Signatures of Applicants:	
Date:	February 25, 2012
Print/Type Name:	B. Ann Maher Tanya Perkins-Mwanatuali, M.D.

¹ N.Y. Education Law § 2854(2)(a)

² ESEA § 5203(b)(3)(J)

³ ESEA § 5203(b)(3)(K)

⁴ ESEA § 5203(b)(3)(N)

MOHAWK VALLEY COMMUNITY CHARTER SCHOOL APPLICATION February, 2012

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

Mohawk Valley Community Charter School (MVCCS) students will become well-rounded, successful, global citizens prepared for higher education and the work force, empowered to effect positive change in the world. MVCCS students, representing diverse cultures, will accomplish this through an academically rigorous curriculum which will prepare students to think critically, problem-solve effectively, and to become engaged and responsible citizens.

B. Key Design Elements

MVCCS is committed to academic excellence. An academically rigorous curriculum will be cohesive and enable all students to attain appropriately high standards of academic achievement in every aspect of their learning. The following Key Design Elements will fulfill the mission:

- **Global Academic Curriculum**

Through an inquiry-based approach to learning, students will be taught to work collaboratively, overcoming cultural and economic differences. Intense focus will be given to the New York State Common Core Standards, including a blend of evidence-based best practices in curriculum and instruction. Direct teacher instruction, project-based learning and authentic experiences will be implemented to provide a multi-faceted instructional approach. Students will choose from a menu of learning opportunities, leading students to achieve academic excellence and develop personal and civic responsibility. The curriculum will be implemented by certified and highly-qualified teachers who embrace multiculturalism and divergent learning approaches. Teachers will set high expectations for students, challenging them to meet and exceed all New York State Standards. Professional Learning Communities consisting of teachers, staff, community members, and parents will assist students to achieve academic success. A longer school day and school year will enable students to achieve mastery of academic concepts.

- **Individualized Approach to Learning**

A strength-based approach to instruction will be emphasized for every child. At entry, and at regular intervals thereafter, each child's academic, social, emotional, physical, and behavioral strengths will be assessed, and data-based instruction will direct the *Individual Achievement Plan (IAP)* for each child. MVCCS students will learn to understand their personal learning style, set personal goals and maintain a "growth mindset". Assessments will be on-going. Goals will be achieved through collaboration of students, family members and school personnel. Feedback will be provided to each student's family regularly and frequently.

- **Positive and Supportive Environment**

Teachers will implement evidence-based strategies to increase student motivation, focus, cooperation and collaboration. Social-emotional awareness and skill development will augment each child's resilience, self-regulation and problem-solving capacity. Students will identify feelings, manage strong emotions, solve problems and work collaboratively with others.

- **Parent and Community Involvement**

Student achievement is strengthened by parent and community involvement. MVCCS parents and caregivers will be partners in learning, through shared –decision making and an active Parent Teacher Organization (PTO). Students and families alike will benefit from our strong school partnerships with family service agencies and community organizations; by working collaboratively, resiliency and nurturing programs will be offered and community service opportunities for students will be created.

- **School-wide Accountability**

All personnel and students at MVCCS will be held to high standards. A model of data-driven decision-making will assure that instructional methods and curricular designs lead students to academic success. Mastery of New York State Common Core Standards will be a priority. Technology systems and electronic resources will contribute to efficient data analysis, collaborative practice and effective instructional design.

C. Enrollment, Recruitment, and Retention

Projected Enrollment Table Over the Charter Term						
Grade	Ages	Year 1	Year 2	Year 3	Year 4	Year 5
		2013-14	2014-15	2015-16	2016-17	2017-18
K	4-5*	75	75	75	75	75
1	6-7	75	75	75	75	75
2	7-8		75	75	75	75
3	8-9			75	75	75
4	9-10				75	75
5	10-11					75
Total # of students		150	225	300	375	450

**Students who turn 5 on or before December 1, 2013, will be eligible for entry into kindergarten in September, 2013.*

Our local education system is struggling to meet the needs of children in our community. Data from the NYS Education Department ranks UCSD as 573rd out of 640 total districts. Parents, politicians, and educators alike have called for an alternative option for our children. Over the past three years, the idea of establishing the first charter school in the Mohawk Valley has gained momentum. Multiple town hall meetings and “community conversations” have already been conducted in Utica and the surrounding area; participants enthusiastically supported the many key elements of the MVCCS school design.

One of the strengths we envision for our school is the diversity and multicultural population that resides in our region. MVCCS will have a broad and open recruitment process that welcomes and encourages all students to apply for enrollment. We will also specifically target students who are historically underserved and uninformed about educational choices and opportunities. The strength of our school design is enhanced with a diverse student body. We have documented interest from a variety of families; more than 100 supporters have registered on our new website; almost 60% of those who have children in elementary school indicated interest in enrollment. As we draw nearer to charter approval, we expect those numbers to increase significantly.

Recruitment of Students

The community that includes the UCSD is quite diverse and there are a high percentage of students who qualify for free (64%) or reduced (10%) lunch. Low income families comprise a significant percentage of the population; 26.6% of the population in Utica lives below the poverty line. Utica has the fourth highest concentration of refugees in the United States. MVCCS will not only accept, but will value the diversity of our students as critical to our mission. We will attract percentages of ELL, SWD, and low-income students that are comparable to or greater than those currently served by the UCSD.

General Recruitment Strategies: The general recruitment process will involve the distribution of information to locations and persons most involved with young children (preschools, daycare, Head Start program, pediatricians and family practice physicians). Information has already been disseminated to numerous community organizations (Family Nurturing Center, STOP-ACES members, Youth Empowerment Program, Mohawk Valley Community Action Agency/Head Start are some examples). An enrollment petition drive is currently underway and Community Conversation meetings have been held at SUNY-IT, Holy Trinity School, and with groups such as the Utica College Education Club and Utica Sunrise Rotary Club. They will continue to be held in strategic locations in the community to inform and identify potential students, as we move forward optimistically with our application.

We are actively creating relationships with preschools in the Mohawk Valley to inform parents of children who are eligible to attend MVCCS. For example, leaders of the Jewish Community Center – one of the larger preschools in the Mohawk Valley – have expressed a keen interest in supporting the mission of MVCCS and offered assistance in providing parents with information on educational opportunities available at MVCCS. Head Start has also provided a Letter of Support for our initiative.

Recognizing that personal contact is always the best way to inform and invite, information tables at community events have and will continue to occur. These outreach efforts are being built through relationships with Cornell Cooperative Extension/MidYork Childcare Council and other family-oriented agencies. Invitations to all MVCCS events will reach parents and families of our target population through media advertising, flyers at businesses and organizations, our website and Face Book page, and through word of mouth. MVCCS founders will continue to be receptive and open to new and alternative ways to reach our community.

Low income families and English Language Learners: For many reasons, we expect a high enrollment of low-income and ELL students. We will use volunteers to canvass identified neighborhoods, to speak directly with the residents and distribute flyers about MVCCS. Teams will be organizing to do door to door visits in the five low income housing developments located within the city of Utica.

Institutions and businesses that function in these areas are being identified as well to elicit their support and to post and distribute materials. Hobart Street Clinic is one example, a clinic that normally serves this low-income population. Representatives of our founding team have reached out to the Utica City School District to provide information and solicit their support. Through relationships with formal and informal community leaders, we will seek avenues of direct contact in low-income areas.

Recruitment of children who are designated as ELL students is being done in collaboration with agencies that have a long history and that are known and trusted by these communities such as the Mohawk Valley Community Action Agency. In conjunction with the local institutions of higher education, we are developing brochures in languages prevalent in Utica; translators will be provided when needed to assure quality communication with families.

Students with Disabilities: In order to recruit students with disabilities, MVCCS will print informational handouts that include specific information about our Special Education program. These handouts will be strategically placed at community agencies that serve special education populations, such as Sylvan Learning Center, Masonic Learning Center, and Learning Disability Association of the Mohawk Valley. We will also reach out to all special education coordinators in local school districts to provide an overview of our available programs. Our lead applicants and founding members will offer personal contact to families and confer with families interested in learning more about MVCCS.

Evidence to support enrollment projections

As previously stated, MVCCS will attract, serve, and retain percentages of students in our target population that are comparable to or greater than those currently served by the UCSD. The 2009-10 UCSD Report Card reports a total enrollment of 9,390 students. It further confirms that a significant percentage of these students are low-income (74%), limited English proficient (13%), and students with disabilities (16.7%). We expect to draw students also from neighboring school districts; Whitesboro and New Hartford report a combined total of 449 kindergarten students in the 2009-10 school year. The UCSD SWD rate of 16.7% is measurably higher than the state average (13.1%); we will be an attractive option for students with special needs.

D. Community to be served

MVCCS will be a highly attractive option for families in our community. Enrollment petitions are being completed to demonstrate strong parental interest in our initiative. MVCCS will initially open with 150 students, enrolling new students in grades K-1. One grade will be added annually. Presently there are no other viable tuition-free educational alternatives in the Mohawk Valley area; therefore we do not anticipate significant attrition rates. If seats become available, they will be filled with students from the waiting list. It is our belief that students who are exposed to our teaching practices will succeed in all areas of development, and that parents will be inclined to enroll younger siblings as we grow. By having direct access to our target population through community partners, the founding team fully expects sufficient applications to meet the projected enrollment.

Because this will be the first Charter School in the Mohawk Valley, the initial response to the initiative has been promising. Providing strong parent and community communication will assist MVCCS in maintaining and expanding the projected enrollment. Meetings discussing each child's progress will be held frequently and will include parents /guardians, teachers, and students. It is anticipated that all parties working collaboratively will enhance student progress and ensure the population will remain constant.

The goal of our school is to provide a strength-based, individualized approach to learning for every student. We believe that this approach will attract percentages of ELLs, SWDs, and low-

income students that are comparable to or greater than those currently served by the UCSD and the surrounding area school districts

Student Enrollment

MVCCS will not discriminate against any students in its admissions policies or practices, and will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. Our mission depends upon the diversity our students. Thus, ELL, SWD, and low-income students are equally as vital to the success of MVCCS as are our native English speakers, students of average or higher academic functioning, and students from average-income or high-income families. Our school and KDEs are relevant and effective for all children, including SWD and ELL students.

Enrollment Planning

As the first charter school in the Mohawk Valley, we anticipate a high interest in our schools for families seeking an alternative to traditional public school options. MVCCS will attract, serve, and retain percentages of students in our target population that are comparable to or greater than those currently served by the UCSD. Our website is generating interest and support for the initiative and will continue to provide electronic, interactive communication with families, supporters, and all interested individuals.

After approval, applications from all interested families will be accepted, and MVCCS will hold a lottery according to NYS law to fill available seats. In the event of student attrition, we will refill any empty seats with students from our waiting list. Please see Attachment 1 for a full description of our admission and enrollment procedures.

Evidence that Enrollment Projections are Realistic

Presently, parents in Utica have no true educational choice for their children, as the only other school available requires an annual tuition of thousands of dollars. Although the UCSD offers a magnet school option, the extreme poverty level and language challenges of the region overwhelm the opportunity for many deserving students. We expect a strong and positive response to our charter school option, based on feedback received at town hall events as well as conversations with parents and community leaders. In particular, the leaders of several of largest pre-school programs in Utica have pledged their support in informing parents about the educational opportunities available at MVCCS and facilitating contact between parents and MVCCS leaders. Despite a limited marketing budget, we have collected many signatures of support, multiple letters of support from key community leaders (see Attachment 2), and many parents and caregivers have already indicated an interest in enrolling their children. Contact information collected will facilitate the distribution of applications to interested families upon charter approval.

E. Public Outreach

The MVCCS planning committee has embarked on an outreach initiative in order to ensure that families, parents and community leaders are given a voice in the planning process for this school. The breadth and depth of our Founders Group speaks to the excitement that is building around

the reality of this vision. In October, we were a group of five; now there are thirty names on our core email distribution list. Of that group, a sizable group meets every Saturday morning to work on the initiative. Rarely are there fewer than eight at each meeting; often there are more.

We are holding a series of Community Conversations at a variety of locations and with differing formats in order to inform the public, engage their interest, and establish their supports. These various constituencies are providing feedback to the Founding Team about the problems facing the Mohawk Valley, as well as what they are hoping for in a charter school. By creating a climate of inquiry and dialogue, each event opens new doors and creates positive relationships. It is our plan to continue these Community Conversations at least once a month in varied locations.

Local political leaders are our next outreach goal. Letters have been sent to the UCSD Superintendent and Board of Education President, as well as newly installed politicians such as Utica's Mayor. There is an air of urgency and need in the region, and we intend to be seen as a positive solution and collaborative partner, rather than a competitor for resources.

The Utica Observer Dispatch – the largest newspaper in the region – has been very active in reporting on the process and progress of MVCCS and has printed several articles to date. Quality television coverage on the 6 pm news appeared on the evening of February 20th, our most recent Community Conversation. The news clip can be viewed from our school website, www.mvccs.com.

The Utica Sunrise Rotary Club and Rotary District 7150 have offered support, especially in the area of literacy, one of Rotary's major initiatives. Partnerships with area non-profit agencies, including the Family Nurturing Center, Youth Empowerment Program (YEP), and MVCAA/Head Start have been established and will continue to be developed.

A working partnership with Utica's Family Nurturing Center has been established, and is growing in strength. As part of our family support system, we intend to offer the nationally-recognized curriculum for Nurturing Families, in conjunction with FNC. We are grateful for the administrative and clerical support the FNC leaders have already provided.

Dr. Joanne Joseph, a well-known and highly regarded clinical psychologist SUNY-IT professor, leads a unique group called STOP-ACES in our region. ACES is an acronym for Adverse Childhood Experiences; this group is committed to reducing and hopefully eliminating ACES in our region. After a presentation in February to the STOP-ACES group, it is anticipated that the service providers involved with that project will support and become involved with the MVCCS initiative as well.

Collaborations with area colleges are also growing in exciting ways. In addition to SUNY-IT's support through Dr. Joseph, MVCCS is becoming a known force with educators at Utica College, Mohawk Valley Community College, Herkimer County Community College, and the Utica School of Commerce. Creative ideas are emerging about the many and varied ways that students at area colleges, as well as faculty/staff members, might become involved with the Charter School movement.

Community representation and involvement in the vision, planning, and governance of MVCCS is foundational to our design and implementation plan. The Mohawk Valley is full of potential –

in its natural resources, its community, its diversity, and certainly its children. Recognizing that potential and optimizing it to build the capacity of the community and the success of each individual is woven into the fabric of our school design. MVCCS's school design will provide a catalyst of educational change leading to new possibilities and renewed optimism in Utica, and in the Mohawk Valley of Upstate New York.

F. Programmatic and Fiscal Impact

The Mohawk Valley in general and the city of Utica specifically are experiencing deep fiscal challenges. The Utica City School District faces significant budget deficits and, according to recent newspaper reports, project major job reductions in the educational workforce. Schools in the Mohawk Valley are being forced to provide services and attempt to maintain programs with reduced fiscal resources.

Four parochial schools have closed since 2002. These facilities sit empty, waiting for renewal of use. At the same time, the needs of an ever-growing refugee/immigrant population exert pressure on the non-profit and educational agencies in the community that seek to provide support and growth for these citizens.

We believe that education can be a positive element in the revitalization of the Mohawk Valley. The ideas of choice, innovation and opportunity through this new educational entity have begun to build positive community conversations among individuals, agencies, and organizations. The funding we receive through the CSP will allow us to share resources with the UCSD in areas such as professional development and sharing of best practices. Currently, the kindergarten class size exceeds 28 students in some classes; rather than being perceived as a competitor for resources, we hope that a collaborative relationship with USCD will benefit both parties, through a reduction in class size for the city district.

MVCCS will continue to reach out to local school districts and the general public to promote Community Conversations about educational improvement. We will host best practice seminars open to educators, administrators, and other personnel from all schools in the area, thereby offering all schools a chance to participate. We will initiate contact with local schools and speak with educators and administrators who have experience in implementing any techniques or models that we are considering and benefit from their knowledge, challenges, and success. We will also maintain close relationships with the local committees on special education. We will actively seek out high-quality professional development sessions being hosted by other schools in the area to which we will send our staff members.

II. EDUCATIONAL PLAN

A. Achievement Goals

Mohawk Valley Community Charter School (MVCCS) will provide an academically rigorous curriculum with outstanding instructional staff; an inclusive, supportive, and positive learning environment; a school-wide accountability system; and an individualized approach to learning that will enable all students to attain high standards of academic achievement in every aspect of their learning. Academic rigor and outstanding teaching are the most critical Key Design Elements (KDEs) to the successful achievement of MVCCS's mission, as they directly facilitate the ultimate aim of our school – to enable every student to succeed academically. The remaining KDEs each serve as a means to the end of promoting high academic achievement. Every element of our school design must ultimately – directly or indirectly – lead to student achievement and will be held to a high degree of scrutiny vis-à-vis our school-wide accountability system that incorporates multiple facets of data collection, management, and analyses. Our model will teach students to self-regulate and achieve their goals.

We will implement several evidence-based, universal strategies to enhance our students' capacity to benefit from the academically rigorous curriculum and instruction. Research has demonstrated an increase in academic achievement for students who are socially, emotionally¹, and physically healthy². In addition, students have been shown to have higher academic achievement when teachers implement behavioral strategies that provide clear behavioral expectations and promote self-regulation in students. Therefore, our implementation of universal programs to promote social, emotional, physical, and self-regulatory functioning will enable students to achieve high levels of academic excellence. As with every other aspect of our school design, these universal programs will be subject to continual scrutiny as they relate to promoting academic achievement.

We have conducted extensive research on state-of-the-science academic programs and teaching methods to choose ones that will align with NYS Common Core Standards (NYSCCS) and our mission of providing an academically rigorous program of learning. We are also taking great care to choose programs and strategies that complement each other and collectively provide a cohesive alignment with MVCCS's philosophy and mission. Although we have expended a great deal of thought and energy in researching our curriculum and instruction components, we realize that where we start is not where we expect to finish. That is, as the state-of-the-science in methods of teaching and learning evolves, and we engage in a continual process of evaluating the effectiveness of our curriculum and instruction, we expect to adopt and implement increasingly efficient programs to promote high degrees of academic excellence.

B. School Schedule and Calendar

Learning time is a key design element for our school. MVCCS students will have a longer school day and a longer school year compared to the local public schools. Students will benefit from increased time in learning, which will enable them to achieve mastery of academic concepts and application of skills.

¹Durlak et al., (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

²Grissom, J.B. (2005). Physical fitness and academic achievement. *Pediatric Exercise Physiology*. 8, 11-25.

Significant numbers of students may enter MVCCS behind grade level in reading and mathematics. To bring students up to and beyond grade level, we will provide an extended school day. Our goal is to have a school day from 7:45 a.m. until 4:30 p.m., which will be dependent upon our successful negotiation of transportation with the UCSD. During the longer day, students will have longer ELA and math periods (e.g., 90 minutes of ELA instruction daily). Our school calendar is projected to be 192 instruction days (210 staff days). We have scheduled enrichment and remediation periods toward the end of the regular school day to support those students needing additional help and providing additional opportunities for all students to engage in academic learning or other extra-curricular activities (e.g., Social Leadership programs, IEP-related services) without removing them from the regular academic classroom environment, thereby increasing the likelihood that they will make academic progress according to our structured benchmarks and overarching goals.

Additional days/weeks will be positioned in our calendar in ways that create the best transportation options for parents. Transportation contracts will need to align with those held between UCSD and their provider. We can assume that if transportation is not provided, some students will not be able to take advantage of our extended hours and opportunities. Therefore, creative scheduling and collaborative planning with the transportation provider will be essential for the successful implementation of our calendar. Compliance with Education Laws 2852(2)(n) and 3204(4) will be assured because our extended day and extended calendar year offers higher than adequate opportunity for learning time.

Every classroom will be staffed by a certified, highly-qualified teacher and teacher's assistant. This will allow the optimal implementation of several of our Key Design Elements including the implementation of a positive and supportive environment to enable students to meet the high expectations for achievement established by our rigorous curriculum and instruction. Based upon our classroom sizes, we will be able to offer a greater teacher to student ratio than is commonly found in the Utica City School District. This will enable students to receive a combination classroom, small group, and individualized instruction and attention. The presence of a teacher and teacher's assistant in each classroom will provide for greater support for all students, but especially our target population.

Daily schedule design will be built around theme-based learning units, and teachers will provide an inquiry-based, creative environment in which to learn. Students will each, over time, build and Individual Achievement Plan (IAP) and will learn to identify their personal learning style, build from their strengths, and tackle their learning challenges in authentic ways. A working draft of the IAP concept is included at the end of this section.

C. Curriculum and Instruction

ELA/Literacy Curriculum and Instruction

Our comprehensive curriculum will emphasize global learning, critical thinking, and cross-curricular, content-integrated instruction. To provide a strong foundation for our ELA curriculum, we will use The Teachers College Reading and Writing Project (TCRWP)³. This model was selected because it will support the language needs of our culturally diverse student

³ <http://tc.readingandwritingproject.com/>

population, and will provide our educators with the scaffolding needed for experiential instruction. Our ELA curricula will focus on language and vocabulary development, recognizing the power of teaching reading through writing. We intend that all members of our school community will be competent readers and confident writers, able to communicate effectively with the world around them. Having two adults in every classroom will support this goal.

Using the TCRPWP model, Readers' Workshop and Writers' Workshop will provide the daily structure for a balanced literacy program, including whole class, small group, and individualized instruction. Multiple opportunities for each student to master skills in reading, writing, speaking, and listening will be incorporated into an active, experiential classroom design that will include instructional elements like word study, shared reading, and morning meetings. Within this literacy model, MVCCS teachers will have the professional autonomy to create and deliver integrated units of instruction that maximize content learning, student engagement, and authentic learning. Comprehension strategies will be reinforced through discussion groups, book reports, art projects, and research.

Writers' Workshop will provide the framework for daily writing experiences; MVCCS teachers will utilize *Units of Study* and the TCRWP annual curricular calendar provided by the institute for instructional foundation design. Performance assessments aligned to the NYSCCS are included in these materials, and will be part of our Response to Intervention (RTI) Plan to measure progress.

Guided Reading instruction will be provided in small, flexible, homogenous groups, based upon students' reading proficiency. It will increase each student's achievement in reading and related skills. Small group instruction will be provided by teachers and teacher's assistants daily for students whose reading is in the lowest 25% and at least 3 times weekly for all other students. By carefully monitoring the progress of each student through formative assessments, teachers and their assistants will continually adjust student groups to maintain the homogeneity of reading abilities within each Guided Reading group, assuring reading success for each child. The teacher will select and introduce texts to the students, support them (as needed) in reading the text, engage them in discussion, and introduce a mini-lesson on specific skills after the reading. Each group session will include activation of background knowledge and vocabulary, instruction and practice with reading and skills, and a post-session assessment, reflection and sharing.

Learning Centers for independent exploration and skill mastery will be incorporated into the daily routine of each classroom; this will be a time when all students rotate through a series of carefully planned learning activities that lead to understanding and mastery of grade level standards. Learning Centers will expressly focus on the integration of literacy development into content-area learning experiences (math, science, social studies). Learning centers will provide motivating and experiential learning opportunities for our students. Further, teachers can provide opportunities for individual skill development efficiently by utilizing technology tools in learning centers; for instance, providing a computer center in the classroom where each student completes sequential lessons tracked and reported electronically.

During our startup period, we will complete Curriculum Crosswalks for all ELA program materials with the NYSCCS to build a strong, aligned ELA Curriculum for grades K-8. As articulated in the NYSCCS for ELA, MVCCS students will: demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and

discipline; comprehend as well as critique; use technology and digital media strategically and capably; value evidence; and come to understand other perspectives and cultures.

The importance of non-fiction reading and writing is emphasized in the NYSCCS, and will be addressed through authentic, content-rich integrated units in science and social studies. Kindergarten students, for example, will use the social studies theme of “Self and Others” as an avenue for learning about the diversity of families in our school. A second grade integrated science unit may involve students in virtual field trips with other second graders who are also studying weather. An experiential, project-based approach will involve parents and others as helpers and mentors.

Sample of Exit ELA Standards: Grades K and 2

Common Core Standards	Kindergarten	Second Grade	MVCCS Instructional Goal
READING STANDARD FOR LITERATURE: Range of Reading and Level of Text Complexity (RL/#10)	Actively engage in group reading activities with purpose and understanding.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Kdg: Students reading at Level 3 as measured by DRA(2) Grade 2: Students reading at Level 24 as measured by DRA(2)
WRITING STANDARD : Research to Build and Present Knowledge (W/#8)	With guidance/support from adults, recall information from experiences or gather information from provided sources to answer a question	Recall information from experiences or gather information from provided sources to answer a question.	Kdg: Student writes and illustrates sentence. Grade 2: Student writes personal narrative.
SPEAKING & LISTENING STANDARD: Comprehension and Collaboration (SL #2)	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Kdg: Student retells simple story orally; asks questions Grade 2: Student retells complex story orally; adds detail.
LANGUAGE STANDARD: Conventions of Standard English (L#2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Kdg: Student uses capitals and periods in sentence construction. Grade 2: Student uses punctuation and capitalization correctly in writing.

As an additional support for our ELL students, we will utilize the Sheltered Instruction Observation Protocol (SIOP). All teachers will be trained in this strategy-based support model that will enhance and extend learning for all students.

During the initial years of our charter, we will develop an implementation plan that utilizes technology resources in timely and cost-efficient ways. Online learning opportunities will allow students to receive individual instruction that challenges them at individual levels. This technology will also provide tracking of student progress and modification of programming on a frequent basis. Technology-based programming will enable individual students to be actively engaged in personal learning while other students in the classroom are engaged in small-group instruction. In the instructional plan, all children will receive whole group, small-group and individualized, computer-based instruction. Students will regularly and frequently demonstrate their learning to a variety of audiences through performances, projects, and portfolios.

Math Curriculum and Instruction

In order to be successful in a knowledge-based society, MVCCS graduates will need to realize their optimum academic potential in science, technology, engineering, and math (STEM). We understand and embrace the importance of STEM stated in the newly adopted NYSCCS for Math (P-12) for developing both “*processes and proficiencies*” for our students. This focus will assure that each learner will connect the particulars of content to a deep understanding of related concepts. Our curriculum and instruction will be focused and sequential, providing frequent assessment and mastery of understanding for every student, in order to prevent or close gaps in learning. **Process standards** (*problem solving, reasoning and proof, communication, representation, and connections*) will be aligned with **mathematical proficiencies** (*adaptive reasoning; comprehension of mathematical concepts, operations and relations; habitual inclination to see mathematics as sensible, useful, and worthwhile*) while building each student’s confidence that diligence, perseverance, and self-efficacy will lead to achievement and success.

MVCCS will utilize a Math series that follows the Common Core Standards and allows for success in the New York State Standardized tests. Students and teachers will be provided with developmentally appropriate learning materials (print and digital), assessment tools, and opportunities for professional growth and school/home activities.

Mathematics will be taught in a workshop model, following the design of our literacy approach, as a way to introduce, develop, and refine understanding of key concepts and skills. The workshop model consists of an introduction, modeling, guided practice, independent practice, and sharing. Each unit will start with a pretest and will end with a post test. Differentiated Instruction techniques will be used to allow students to progress at his /her pace and utilize different vehicles of learning. Math Labs and Learning Centers will provide talented students with challenges to enhance knowledge and will give struggling students the necessary material to master concepts. Students will engage deeply in mathematics by working with manipulatives and authentic problem-solving scenarios. They will discuss and write about the problems they solve, often identifying a variety of ways to tackle a single problem. Our professional development will

focus on helping teachers to build on what students already know and guide them in discovering algorithms and concepts in the key strands of mathematics.

At all grade levels of NYSCCS, students are expected to demonstrate developmentally appropriate mastery of the following behaviors:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

As per the directives of the NYSCCS, the Kindergarten class will focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. The first grade will focus on the four critical areas: (1) developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing an understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

At MVCCS, units of mathematical study will incorporate a variety of assessed activities to measure student growth in these areas. Teacher-designed classroom rubrics, for example, will provide informal, ongoing measures of student success with math center activities and project-based learning.

Over the course of our charter implementation, STEM initiatives and rigorous mathematics instruction will be foundational to our curriculum and instruction design. It is our confident belief that we will become a high performing charter school because of our clear academic focus and ability to assist each of our students to understand and apply mathematical concepts in their daily lives.

Science Curriculum and Instruction

Research shows that young students work well in a cooperative learning environment. Students will be actively involved in exploring phenomena in the natural world posing questions and seeking answers as they arise. As required by the NYSCCS for science, all MVCCS educators will foster the development of science content and process skills. The application of these skills will allow students to investigate important issues in the world around them. Inquiry-based units will include the following process skills: classifying; communicating; comparing and contrasting; creating models; and gathering/organizing data. MVCCS students will, at all levels and in all content areas, learn to generalize, infer, interpret data, and make appropriate decisions.

Through the process of experiential learning, they will manipulate authentic materials, make measurements and observe their real world. From these experiences, they will become competent at making predictions, evaluating situations, and synthesizing new solutions to problems, demonstrating their competence as critical and creative thinkers.

Kindergarten and first grade students will develop simple skills of observation, measurement and number sense as they actively participate in simple investigations. Students will be given the opportunity to use tools such as magnifiers, thermometers, rulers, or balances to gather data and extend their senses. Students will be allowed ample time to talk about their observations and compare their observations with those of others. They will be encouraged to employ oral language, drawings, and models to communicate results and explanations of investigations and experiments.

In integrating STEM into the learning process, students will collaborate on an interactive white board, use a simulation program to graph and model formulas through spreadsheets to learn algorithms, manipulate molecules to understand reactions, collect and analyze data to solve real world environmental problems, or use technology to understand connections. Teachers will be encouraged to empower students to be independent learners, critical thinkers, and problem solvers. MVCCS will be an environmentally responsible school, and our science curriculum will be built around this STEM model. Recognizing that critical thinking is developed and honed by careful attention to the scientific method, students will begin in kindergarten to understand and use their skills of observation, reporting, analysis, synthesis and evaluation. Environmental studies and the concept of “being green” as a school community will be incorporated into our science curriculum. Through project work and hands-on activities, students will learn to be environmentally responsible, generate new ideas, and contribute to the improvement of global issues.

Integrating technology into the curriculum and providing a balance between core knowledge and 21st Century skills will be paramount in educating students at MVCCS. Daily use of technology, providing access for student use of this technology and encouragement to utilize this technology will be encouraged in all classrooms. Teachers will receive staff development to keep them current in the latest technology and provide them with the tools necessary to build curriculum to allow students to be successful in competing for jobs in the 21st Century.

During our start up years, MVCCS will utilize science curriculum resources that will provide appropriate learning experiences for our students and ample teaching resources for our staff members. Integration of science concepts into our literacy approach (e.g., non-fiction reading sources, science centers, and thematic classroom instructional units) will be reinforced by utilizing *Reach*, a curriculum product from National Geographic School Publishers⁴ that effectively connects literacy and content-area instruction.

⁴ <http://www.ngsp.com/>

MVCCS will link instruction to collaborative and innovative educational institutions like the Center for Science Education at Education Development Center, Inc.⁵, a nonprofit organization that brings together a unique staff of educators, researchers, scientists, and curriculum developers. Our active involvement in such partnerships will afford our administrators and teachers the opportunity to become research-based learners themselves, and to make timely, effective decisions about 21st Century science instruction. One example is the Education for Sustainability initiative, offered by the Cloud Institute for Sustainability Education in New York⁶. A school-wide program such as their *TerraCycle*⁷ Curriculum may provide thematic, ongoing learning embedded within our school culture. Decisions about adopting a formal science curriculum will be made by year three of our charter.

Sample of Exit Math Standards: Grades K and 2

NYSCCS	Kindergarten	Second Grade	MVCCS Learning Opportunities
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication.	Math Centers Class-wide projects Classroom exploration of essential questions Project-based learning Daily practice of skills
Measurement & Data	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Draw picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Utilize graphs, charts, and data analysis in classroom displays and discussions at all grade levels. Utilize data analysis methods and graphic organizers to solve real-life problems and generate solutions

At all grade levels of NYSCCS, students are expected to demonstrate developmentally appropriate mastery of the following behaviors:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

⁵ <http://cse.edc.org/aboutus/edc.asp>

⁶ <http://www.cloudinstitute.org>

⁷ <http://www.terracycle.net>

- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

MVCCS units of mathematical study will incorporate a variety of assessed activities to measure student growth in these areas. Teacher-designed classroom rubrics, for example, will provide informal, ongoing measures of student success with math center activities and project-based learning.

Technology Curriculum and Instruction

As described by Milton Chen in his book *Education Nation*,⁸ the “Technology Edge” of 21st Century Education involves “putting modern tools in young hands.” Our students will access technology in their learning in a multitude of ways. Participating in virtual field trips, authoring books, using software to master skills, developing multimedia presentations, having email pen pals in other countries – the menu of possibilities is truly limitless. In our school, all students will know how to access information and use technology to learn and communicate. Technology tools, such as laptops, iPads, and/or Smart boards will be as important as paper, pencils, and journals to MVCCS students. Technology use will be an integrated element of our instructional program.

At appropriate grade levels, over time, our students will complete technology projects that demonstrate comprehension of content material as well as visual literacy, technological literacy, and media literacy, as measured by NYS Technology Standards⁹. MVCCS students will become competent in their use of technology to connect to the larger world, and that technology will help them to demonstrate mastery of NYSCCS. An emphasis on personal responsibility and self-regulation will develop students’ understanding of the ethical use of technology tools, and promote creativity.

MVCCS educators will be technology-literate and expected to incorporate technology tools, electronic data use and instructional integration of technology into their professional work. We will provide initial and ongoing professional development to allow all of our teachers to integrate electronic learning into MVCCS classrooms, and to assure global awareness to our students. Ethical and responsible use of technology will be an essential element in meeting our school’s mission. We will explore the possibility of using digital portfolios as an efficient way to track and measure student progress over time.

Social Studies Curriculum and Instruction

Our Social Studies curriculum will be built upon the foundation of Utica’s multicultural population, integrated within and strengthened by ELA/literacy instruction. We will embrace the cultural opportunities provided by the diversity of Utica’s refugee population, through daily interactions, and community involvement, and experiential learning projects. These experiences will help students see how we are united by certain shared values, practices, traditions, needs, and interests, some of which have evolved over centuries. They will come to understand how the nation’s political institutions developed and created many of these traditions. Following the NYS Dimensions of Teaching and Learning in Social Studies, our Social Studies units will develop high level intellectual skills and provide multidisciplinary approaches. Beginning at the

⁸ Chen, Milton. (2010) *Education Nation: Six Leading Edges of Innovation in our Schools*. Jossey-Bass.

⁹ <http://www.iste.org/standards.aspx>

earliest grades and developing over the years of our charter implementation, teachers will design authentic, inquiry-based instructional units with depth and breadth that will lead students to explore essential questions about the global society in which we live.

As provided for in the NYSCCS, our students will come to understand the complex issues of our time, and will demonstrate attitudes of multiculturalism and multiple perspectives. They will utilize patterns to organize data; through multiple learning environments and resources, they will use technology and digital media strategically to build strong content knowledge. Teachers will combine learning standards in ways that provide student-centered teaching, learning, and assessment. Through project-based learning and differentiated instruction, MVCCS students will become highly literate 21st century thinkers and problem solvers, working collaboratively to apply their knowledge to build strong local and global communities.

To provide strong support for our teachers in the initial years of the charter, we are currently exploring content-based materials such as National Geographic School Publishing's¹⁰ *Avenues* and *Windows on Literacy* series to support both literacy and social studies goals. Nonfiction reading and writing in the content areas will be reinforced with this approach. As teachers deepen their understanding of standards and instructional design, we anticipate broad use of online resources for Social Studies planning and instruction, utilizing educational sites such as *Edutopia*¹¹, social media resources, virtual field trips, and associations with school communities around the globe. Social Studies instruction will provide opportunities to discuss and explore higher level thinking skills, practice problem-solving strategies, and provide students with project-based, experiential learning that relates directly to their lives.

Physical Education and Wellness

Physical education plays a pivotal role in a child's development of locomotor skills, object-control skills, personal/social skills, and general knowledge of activity, nutrition, and fitness. We will equip every student with the knowledge and skill sets necessary to proficiently perform physical tasks, demonstrate positive social interaction, successfully execute daily tasks involving health and nutrition, and enhance overall levels of self-efficacy. We are considering the Exemplary Physical Education Curriculum (EPEC)¹², an evidence-based, task-mastery driven system designed to promote excellence in physical education. Our Physical Education program will be an important avenue of social and emotional expression for all students, and through our integrated, collaborative approach, students will achieve mastery of the NYSCCS in this area. That is, each student will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (Standard 1). By providing and nurturing a Safe and Healthy Environment (Standard 2) in our school, our students will acquire the knowledge and ability necessary to create and maintain their own safe and healthy environment. Our school-wide emphasis on personal accountability and self-regulation will assure that students will understand and be able to manage their personal and community resources (Standard 3).

Fine Arts (Music, Art, Media)

¹⁰ <http://www.ngsp.com>

¹¹ [http:// www.Edutopia.com](http://www.Edutopia.com)

¹² <http://www.michiganfitness.org/EPEC/default.htm>

Opportunities for learning about, in, and through the fine arts will be an important part of the MVCCS curriculum design. Our staffing will include one full-time fine arts teacher, who will be in charge of collaborating with all teachers to plan interdisciplinary, standards-based, experiential units and provide a wide array of visual arts, drama, and musical learning opportunities for our students. These engaging, cross-curricular opportunities will facilitate content integration as each student masters:

- Standard 1: Creating, Performing, and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contributions of the Arts.

Universal Programs

Beyond the benefit of our rigorous academic curriculum, we will increase our students' ability to achieve academic excellence by implementing several evidence-based, universal strategies to enhance our instructional program. Research has demonstrated an increase in academic achievement for students who are socially, emotionally¹³, and physically healthy¹⁴. In addition, students have been shown to have higher academic achievement when teachers implement behavioral strategies that provide clear behavioral expectations and help students learn to self-monitor, make positive choices, and communicate their needs effectively.

We will utilize evidence-based practices to improve students' critical thinking skills, and teach students to persist in the face of difficulty, to monitor one's feelings and the feelings of others, to delay gratification to accomplish a higher or longer-term goal. Students will participate in classroom lessons, role plays, and discussions on emotional intelligence on a weekly basis. These activities will be based upon a variety of sources including stories, movies, parables, and actual classroom incidents involving effective or ineffective use of emotional intelligence skills. Feedback in the form of labeled praise will be provided to students on a regular basis about the successful use of emotional intelligence skills, which will serve to reinforce and increase the exhibition of these skills. These emotional intelligence skills will be incorporated into our social-emotional behavior system and children will be able to earn privileges for successful demonstration of emotional intelligence skills.

Individual Achievement Plans

Each student will have an Individual Achievement Plan (IAP) – a proactive, annual plan that includes at least one goal in social, emotional, physical, self-regulatory, and academic domains. IAPs will serve as the glue that binds all of the proactive universal approaches implemented at MVCCS, enhancing the mastery of learning standards. IAPs will enable children to set goals and develop plans to achieve those goals, thereby improving their emotional intelligence and critical thinking skills. The achievement of IAP goals will fuel students' growth in all major domains of child development, which will enhance their overall engagement with learning and their ability to achieve academic excellence. Awards and privileges will be available for students to earn based upon the successful achievement of IAP goals, thereby teaching students valuable lessons in self-regulation. Students will set their IAP goals in the first month of each school year and in

¹³ Durlak et al., (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

¹⁴ Grissom, J.B. (2005). Physical fitness and academic achievement. *Pediatric Exercise Physiology*. 8, 11-25.

consultation with family members and school personnel (e.g., teachers, counselors). A working draft of the concept is included at the end of this section.

D. Assessment System

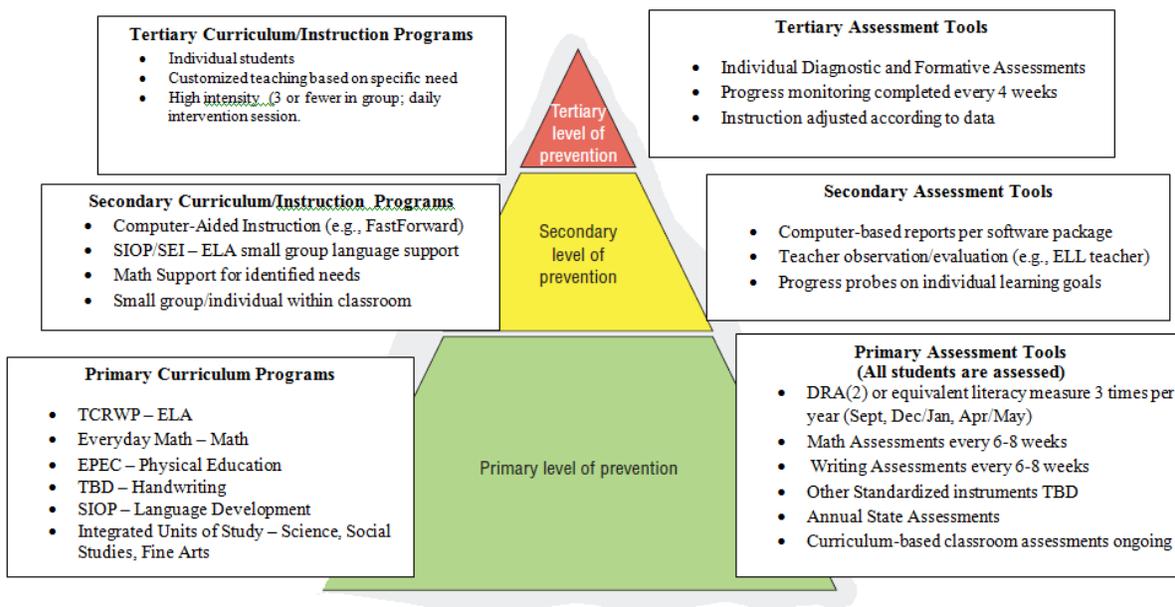
MVCCS is dedicated in teaching the whole child. It recognizes that each child learns differently and has diverse strengths and weaknesses. The school will use different assessments to measure student progress: formative, interim, diagnostic, and summative assessments. MVCCS will create and maintain a school culture where data analysis is viewed as an essential piece of the teaching and learning process. The data-driven instructional model will direct decisions about curriculum, instruction, and KDEs.

Formative assessments will assess what is learned during class time. MVCCS will utilize daily classwork, class exit strategies, seatwork, homework, etc. to determine mastery of concepts. Continual formative assessments will measure students' immediate understanding of content and the effectiveness of daily instruction. Diagnostic assessments or pre-assessments will be used to direct instruction. Educators will be able to utilize this as a tool in developing lessons plans and provide differentiated instruction to meet students' needs. Results from the initial diagnostic assessments – given to each student at the beginning of every school year – will provide a profile of each student's strengths and needs and establish each student's baseline level of functioning. Interim assessments will be a big part of the Individualized Assessment Plan for each student. It will be important in improving teaching and learning. Portfolios, peer review, poster presentations, etc. will be utilized to assist students in understanding their individual style, and make them accountable for their education. Summative assessments will include high stakes tests, standardized state exams, district or interim tests, midterms and final exams.

By means of frequent analysis of real-time formative data as well as review of summative data, teachers will tailor instruction to the needs of the students. All personnel and students at MVCCS will be held to high standards of accountability. All faculty and staff will be accountable for using data to understand each student's academic/developmental strengths and needs. MVCCS will maintain a climate of "no excuses", using assessment data and related information to provide students with the most effective curriculum, instructions, and interventions to help them succeed. MVCCS's internal summative assessments will measure student mastery on specific standards and guide re-teaching and tutoring. These assessments will also help the instructional leadership understand individual teacher's strengths and needs and direct individual professional development. A national norm referenced assessment twice per year will be used to measure student growth. Finally, MVCCS will use NYS summative assessments to measure success and hold MVCCS accountable for student academic mastery. In accordance with the school mission, MVCCS's Education Plan addresses the following goals:

- Each year (beginning in 2015-16), at least 75% of the students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 (proficient) on the New York State Math, ELA, and Science exams.
- At least 90% of students will perform at or above Level 3 (proficient) on a school-designed rubric which measures physical health, critical thinking, self-regulation, and social leadership.
- At least 90% of MVCCS students will achieve all of their goals identified on individual PFEs.

In order to attain these goals, MVCCS staff will work collaboratively and proactively to implement our Response To Intervention (RTI) plan at every meaningful level including school, classroom, subgroup (e.g., SWD, ELL), and individual levels of functioning (see Figure that follows). Our “RTI Menu” will provide a variety of diagnostic, formative and summative assessment tools – both individual and group measures – to assure frequent, informal assessment of student progress and adjustment to instruction to assure continual progress for students. The NYSED RTI Guidelines will provide useful guidance in developing an effective RTI model. Elements of the MVCCS RTI Plan will include but not be limited to the following:



Regular Assessment of Student Progress

Using assessment data to drive key decisions will support a data-driven instructional program. Faculty and administrators will work together to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them. Teachers involved in professional learning communities will discuss data and incorporate standard-based decisions to direct instruction. A multi-tiered approach to student assessment will be used. Beginning with incoming kindergarten and grade one students, and continuing on an annual basis, individual student profiles will be established and maintained, providing evidence of progress in all domains: academic, social, emotional, physical, and self-regulatory. This will allow us to gain a full understanding of each child’s strengths and needs.

- Appropriate instruction delivered to all students in the general education class by qualified personnel, using research-based programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies, and targeted teacher support where needed.
- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- Repeated assessments of student achievement which will include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. This will include lesson reviews and observations to understand the full connection between student assessment and results and teacher effectiveness and results
- The application of information about the student's RTI to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- Direct communication with parents when the student requires an intervention beyond that provided to all students in the general education classroom. Through personal, electronic and/or written communication, we will inform parents/guardians about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - the parental right to request an evaluation for special education programs and/or services.

An important goal in all of our academic endeavors is to be proactive in the education and assessment of our students so that they will not experience major deficits in learning and achievement. Students who are deemed in need of more assistance or may display a learning disability will be referred to the student's home school district CSE for assessment in compliance with Child Find requirements of Individuals with Disabilities Education Act (IDEA) under 34 CFR 300.111. Please see our Prospectus for a full discussion of our process of identifying and servicing students with disabilities (SWD).

Regular Data Discussions

Ongoing data collection, analysis, and discussion are clear and predominant themes in our design elements. Administrators and instructional staff will meet both formally and informally to discuss student success issues. There will be weekly discussions within our professional learning community to discuss group and individual student data in order to monitor and adjust curriculum and instruction as necessary. Given the increasing opportunity for electronic communication, these communications may take place in a variety of formats, including but not limited to email, web-based data platforms, and personal meetings. Flowing from these data discussions will be instructional adjustments, informal assessments, and display of improvement to motivate learning. For example, "Data Walls" may be displayed in school hallways and classrooms to showcase student mastery of instructional goals.

Communication with Parents/Guardians

Daily work will be sent home in folders showcasing classwork and formative assessments for the day. Assessment results and student progress will be reported to parents on a regular basis, so that a strong home-school learning bond will support every student. Each quarter, a written summative report (i.e., report card) will inform parents about student performance. This information will include the results of a norm referenced survey/assessment instrument that will measure the social, emotional, physical and self regulatory performance of students, as measured against developmental scope and sequence.

The New York Mapper, a Top-Down, Standards-Based Curriculum Planner will be used to assist in meeting and exceeding scores in standardized testing. Standardized Tests will be aligned with

the Common Core Standards. The Priority/ Power piece will analyze and prioritize which units or principles need to be taught and mastered. These are the topics that will be analyzed: Endurance, Leverage, Readiness and High Stakes. Endurance will ask “Will this standard or indicator provide knowledge and skills that will endure throughout their academic career and/or professional life?” Leverage will ask, “Will this standard or indicator provide knowledge and skills that will be of value in multiple disciplines?” Readiness for the next level of learning will ask, “Will this standard or indicator provide students with essential knowledge and skills that are necessary for success in the next grade level?” High Stakes will be the indicator of which particular standard will be included on a state assessment. A number value will be given to each of these categories and unit plans, lesson plans, and reports will be prioritized and aligned with State Standards and the Common Core Standards.

D. Performance, Promotion, and Graduation Standards

MVCCS is dedicated to establishing an environment that provides students with the tools necessary to become productive, global citizens prepared for the challenges of the 21st century. With this in mind, MVCCS will utilize a Standard-Based Grading System.

The rationale for using grades is:

- To communicate achievement status to students, parents and others
- To provide information students can use for self-evaluation
- To select, identify, or group students for certain educational paths or programs
- To evaluate the effectiveness of instructional programs

*Source: Guskey, Thomas R. **Communicating Student Learning**, 1996, ACSD Yearbook.*

Standards-Based Grading:

1. Supports Learning-Aids the teacher in where to begin instruction; students graded in relationship to standards, not each other
2. Improves Communication-Communicates the achievement status of students to parents, students and others; provides information that students can use for self-evaluation
3. Consistent/Fair-Student grades should reflect only performance in mastering the standards or goals
4. Measures Growth-Focuses on outcomes; discuss results of assessments with students so they can use the results to plan and guide their own learning; looks at progress toward the standards, not other students
5. Motivates students-Intrinsically motivated; provides meaning for the students because grades by themselves give students little useful information to do little to improve student learning

Regular Assessment of Student Progress

Using assessment data to drive key decisions will support a data-driven instructional program. Faculty and administrators will work together to analyze student assessment data, identify student needs and create differentiated instructional strategies to address them. We will use a multi-tiered approach to student assessment. Beginning with incoming kindergarten and grade one students, and continuing on an annual basis, individual student profiles will be established and maintained, providing evidence of progress in all domains: academic, social, emotional,

physical, and self-regulatory. This will allow us to gain a full understanding of each child's strengths and needs.

- Appropriate instruction delivered to all students in the general education class by qualified personnel, using research-based programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies, and targeted teacher support where needed.
- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- Repeated assessments of student achievement which will include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. This will include lesson reviews and observations to understand the full connection between student assessment and results and teacher effectiveness and results
- The application of information about the student's RTI to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- Direct communication with parents when the student requires an intervention beyond that provided to all students in the general education classroom. Through personal, electronic and/or written communication, we will inform parents/guardians about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - the parental right to request an evaluation for special education programs and/or services.

An important goal in all of our academic endeavors is to be proactive in the education and assessment of our students so that they will not experience major deficits in learning and achievement. However, we understand that we will have students who do not always respond to the increasing intensity of our RTI components. In those instances, we will make appropriate referrals to the student's home school district CSE for assessment in compliance with Child Find requirements of Individuals with Disabilities Education Act (IDEA) under 34 CFR 300.111. Please see our Prospectus for a full discussion of our process of identifying and servicing students with disabilities (SWD).

Regular Data Discussions

Ongoing data collection, analysis, and discussion are clear and predominant themes in our design elements. Administrators and instructional staff will meet both formally and informally to discuss student success issues. We will have weekly discussions within our professional learning community to discuss group and individual student data in order to monitor and adjust curriculum and instruction as necessary. Given the increasing opportunity for electronic communication, these communications may take place in a variety of formats, including but not limited to email, web-based data platforms, and personal meetings. Flowing from these data discussions will be instructional adjustments, informal assessments, and display of improvement

to motivate learning. For example, “Data Walls” may be displayed in school hallways and classrooms to showcase student mastery of instructional goals

Formative Assessment

Frequent, informal curriculum-based assessments will be used by our staff to measure student achievement, and adjust instruction accordingly. For instance, running records will be done frequently in guided reading groups. Our teachers will learn, over time, to design content-specific rubrics that will correlate directly to the instruction our students receive. Criterion-based measures, including observation checklists and surveys, will be provide other formative measures

Summative Assessments

Annual NYS Assessments including the NYSESLAT will be administered according to regulation, and the results used to make instructional decisions. We will select literacy assessments that provide the most specific and direct guidance for instruction in reading and writing. Currently under consideration is the Developmental Reading Assessment, Second Edition (DRA-2). Measuring all aspects of a student’s strengths and needs is essential to our model; we will utilize summative assessments that provide baseline and post-intervention data for all domains: academic, social, emotional, physical, and self-regulatory. Examples of summative assessments for our OPM programming include standardized rating scales of social, emotional, and self-regulatory functioning (e.g., Child Behavior Checklist) and objective measures (e.g., body mass index for physical functioning). We will analyze the role of the latter four categories with respect to the relationship between growth in these areas and gains in academic achievement.

Communication with Parents/Guardians

Assessment results and student progress will be reported to parents on a regular basis, so that a strong home-school learning bond will support every student. Each quarter, a written summative report (i.e., report card) will inform parents about student performance. This information will include the results of a norm referenced survey/assessment instrument that will measure the social, emotional, physical and self regulatory performance of students, as measured against developmental scope and sequence.

F. School Culture and Climate

MVCCS will be a school where children are engaged and excited about learning; an environment that is supportive, proactive and positive; an educational community that recognizes and respects the hopes and dreams of each student; and a school wherein all staff and students work collectively together as a team and support one another to promote a positive, safe, and healthy environment.

School Discipline

The basis of all discipline begins with *self*-regulation. Self-regulation is defined as a person’s ability to direct and modify one’s thoughts, feelings, and behaviors towards an identified goal or expectation. Research on brain development¹⁵ demonstrates that children develop greater degrees

¹⁵ Sousa, David (2001). *How the Brain Learns: A Classroom Teacher’s Guide*. Corwin Press.

of successful behavior when helped to think about options, make decisions, and experience the logical consequences of their choices

We will utilize school-wide rules to provide children with clear behavioral expectations. Rules will be developmentally appropriate for all students at every grade level. MVCCS school rules will also be positively-phrased to help children understand *what to do* rather than *what not to do*. Positive phrasing of rules will allow staff to provide frequent, positive feedback on students' behaviors that align with the rules (e.g., Praising a child for staying on task).

By utilizing programs such as Responsive Classroom¹⁶, Assets-Based Planning¹⁷, and literature-based resiliency approaches, our school culture will assure a safe and healthy learning environment for all students, and individual success for each student. Our school motto is "Happy Children – Connected Families – Strong Community". It is through a positive and energetic school culture that we will create this reality.

Encouragement and Facilitation of Caregiver Involvement

Caregiver (and family) involvement is vital to the promotion of our school culture and design. We view caregivers among the most invaluable, often untapped resources in the education of children; we will take every opportunity to convey a spirit of respect and collaboration with the caregivers of our students. Every staff member will be trained to serve as an ambassador of MVCCS, thereby creating a universally welcoming atmosphere for caregivers. For example, teachers will be supported to welcome caregivers into their classrooms to assist in special projects, day-to-day activities, or special events. We will provide a year-long program through which caregivers can volunteer time to consult with school personnel to develop a life skills curriculum. Students will be afforded the opportunity to enhance their understanding of and appreciation for persons and skills within their community.

Beyond our welcoming spirit, we believe that frequent communication is a component to engaging parents. We will continually strive to convey a wealth of information to caregivers about our school design and culture and their student's progress at MVCCS. This will be accomplished in a variety of ways including orientations, caregiver-teacher conferences, solicitation of surveys and comments from caregivers, newsletters, website, and invitations to MVCCS events.

G. Special Student Populations and Related Service

Our student population is expected to mirror the profile of the UCSD. Utica has the fourth highest concentration of refugees in the United States; therefore we anticipate a high enrollment of ELL students. According to the latest UCSD Report Card, 64% of the students qualify for free and 10% for reduced lunch. Limited English Proficient (LEP) students number 13%; 16.5% of students were classified as students with disabilities. Census data cites that 26.6% of the population in Utica lives below the poverty line, substantially higher than the state average of 14.1%. Analyzing this data is critical to our outreach.

¹⁶ <http://www.responsiveclassroom.org/>

¹⁷ <http://www.search-institute.org/>

Applications for MVCCS will be accepted from any family interested in participating. Preference for attendance will be given to Utica City residents, as we believe we can most easily involve parents who are geographically available. Additionally, the UCSD is ranked academically inferior to neighboring districts, citing a stronger need for choice within the city boundaries. In subsequent school years, we will give priority to siblings of students already enrolled. We expect to be an attractive school choice option for students who experience learning and behavioral challenges in a traditional school setting.

Support for ELL Students

MVCCS will support the needs of our ELL/LEP students through a variety of measures. An ELL teacher will work collaboratively with teachers, and directly with students, where identified needs exist. Partnerships are being established with community agencies that unify and provide support to this diverse population to assist us in providing a positive and supportive environment for all students. Additionally, all of our staff will be trained in the Sheltered Instruction Observation Protocol (SIOP)¹⁸, so that, in all our classrooms, ELL/LEP students will master grade-level academic content and key concepts. All ELL/LEP students will receive curriculum within the framework of the SIOP model, which includes the adjustment of teacher practices such as modification of speech rate and tone; simplification of vocabulary and grammar; repetition of key words, phrases, and concepts; extensive use of context clues and models; relation of instruction to students' knowledge and experience; use of methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative group work. The use of SIOP is directly aligned with our KDE of utilizing evidence-based practices, and ensuring the effectiveness of such practices through assessment and data analysis. Teachers will be routinely assessed by the ELL teacher and DCI for their effectiveness in utilizing SIOP methods. Furthermore, the responsibilities of the ELL teacher will include support of classroom teachers in their use of SIOP. Our use of SIOP for ELL students will enable all ELL students to achieve academic excellence. We will also adapt the techniques from SIOP to allow our educational staff to understand and improve the delivery of instruction to SWD.

Support for Students with Disabilities

Our Special Education program will have several facets. Because of our KDE, MVCCS will partner with the home school district's Committee on Special Education and effectively utilize our regular education data tools to create an IEP to maximize student involvement with regular education peers and provide the least restrictive environment for each child. We will provide one inclusion classroom at each grade level, where a special education teacher will provide daily direct consultation in each classroom. The teacher will also provide resource room support for students and indirect consultation with teachers, according to the needs of students' IEP documents. Any counseling needs will be provided by the DSP. In the initial years of the charter, we will contract with the home district to provide speech, OT, and PT services.

¹⁸ "The SIOP Institute," *Pearson Education, Inc.*, 2008, January 29, 2011. www.siopinstitute.net

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

The opportunity to help children of the Mohawk Valley meet their potential through high quality education has brought together a committed, caring group of individuals as our Founding Group.

Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
B. Ann Maher	Retired Educator, Family Advocate	Co-Lead Applicant, Facilitator, Over thirty years of public education experience	Executive Director*
Frank Sheldon	Business Consultant, Charter School Consultant	Business and Operations Experience; Able to advise on facilities and financial issues	Business/Operations Manager*
Dr. Joanne Joseph	Psychologist and College Professor, SUNY-IT	Published author and recognized authority in the areas of social/emotional resiliency	Curriculum Development
Dr. Tanya Perkins-Mwantuali	Physician, St. Elizabeth's Hospital	Parent; community activist; experience with underserved populations	Board of Trustees*
Donna LaTour-Elefante	Executive Director, Family Nurturing Center	Founder and trainer of Nurturing Families Curriculum; non-profit leader	Staff Trainer
Colleen Cavallo	Program Planner, Family Nurturing Center	Grant-writer; parent; broad experience with community needs and programs	Board of Trustees
Courtney Hahn	Teacher, Head Start	Recently Trained, Child-centered educator with local perspective	Educational Team
Edna Rivera	Parent	Community leader, parent, broad experience with Utica issues	Board of Trustees
Christine Johnson	Consultant, Writer, Editor	Charter School Consultant, Board of Trustees development	Professional Development*
GustaveDeTraglia III	Attorney	Legal issues, Utica native	Board of Trustees
Betsy LaPorte	Retired Educator	Broad experience with ELL/LEP programming; parent	Board of Trustees
Bernadette Kapps	Educator	Administrative and teaching experience; community contacts	Educational Team*
Heather Wixson	Associate Director, Hamilton College	Parent; invested in educational reform	Educational Team*
Erin Finster	Teacher, Rome CSD Substitute	Special Education Certification; Teaching experience	Educational Team
Kim Fiato	Retired Military, MVCCS IT Professor	Technology and Leadership Background, Website Development	Webmaster, Technology Team

*Denotes individuals involved with 2012 Mohawk Valley Charter School for Excellence initiative

During the 2011 Application Cycle, several of our Founding Members were part of the Mohawk Valley Charter School for Excellence proposal. The Lead Applicant of that initiative withdrew the application on September 1, 2011. Many of the founding members reorganized in October, 2011 with a new initiative, a new school design plan, and a new name, “The Mohawk Valley Community Charter School” (MVCCS). Interest in the initiative has grown significantly, and the present Founding Group represents a wide array of community perspectives and skill sets.

One change that will be noted between our Letter of Intent and this application is the deletion of Jason Tallman as a Founder and member of the Board of Trustees. Mr. Tallman recently opened his own business and has not had the time necessary to invest in this project. He has graciously provided support for our website and remains interested in ongoing support of the initiative.

As shown below, MVCCS has also received donated services from various members of our Charter School Initiative which have a value of approximately \$ 86,015.00.

- Gustave J. DeTraglia III Esq., a local attorney and proposed Board member, has donated his time and services assisting MVCCS in pre-operational planning and legal matters. He has used approximately 75 hours of his time at an hourly rate of \$ 275.00 per hour for a total of \$20,265.00.
- Frank Sheldon , a planning board member has donated his time and services assisting MVCCS in pre-operational planning, budget and cash flow preparation, locating facilities, and consultation with planning and board members on matters related to school operations. He has used approximately 125 hours of his time at an hourly rate of \$ 70.00 per hour for a total of \$ 8,750.00.
- Ann Maher, as Lead Applicant, has donated her time and services in preparation of the letter of intent, community outreach, and writing of the full Charter application. She has used approximately 150 hours of her time at an hourly rate of \$70.00 per hour for a total of \$10,500.00.
- Tanya Perkins-Mwanatuali as a Co-Lead Applicant for MVCCS has donated her time and services in preparation of the letter of intent, community outreach, and writing of the full Charter application. She has used approximately 150 hours of her time at an hourly rate of \$70.00 per hour for a total of \$10,500.00.
- Courtney Hahn a planning board member has donated her time and services assisting MVCCS in public outreach, contacting various organizations, interacting with perspective parents of MVCCS students, and writing of various sections of the MVCCS pre-opening and charter application. She has used approximately 125 hours of her time at an hourly rate of \$60.00 per hour for a total of \$7,500.00.
- Edna Rivera a planning board member has donated her time and services assisting MVCCS in public outreach, contacting various organizations, interacting with perspective parents of MVCCS students, and writing of various sections of the MVCCS Charter pre-opening and charter application. She has used approximately 125 hours of her time at an hourly rate of \$60.00 per hour for a total of \$ 7,500.00.
- Bernadette Kapps, a planning board , has donated her time and services assisting MVCCS in public outreach, contacting various organizations, interacting with perspective parents of MVCCS students, and writing of various sections of the MVCCS

pre-opening and charter application. She has used approximately 150 hours of her time at an hourly rate of \$60.00 per hour for a total of \$ 9,000.00.

- Kimberly Fiato, a planning board member, has donated her time and services assisting MVCCS in public outreach, contacting various organizations, interacting with perspective parents of MVCCS students, and writing of various sections of the MVCCS pre-opening and charter application. Kimberly, as a highly skilled IT person, will be instrumental in assisting MVCCS with computer and networking for data collection and school operations once the school has been chartered. She has used approximately 150 hours of her time at an hourly rate of \$60.00 per hour for a total of \$ 9,000.00.

B. Board of Trustees and Governance

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
Dr. Tanya Perkins-Mwautali	Y	President, Community Representative	3
Edna Rivera	Y	Parent Representative	2*
Gus DeTraglia	Y	Attorney, Community Representative	3
Betsy LaPorte	Y	Educational Representative	3
Colleen Cavallo	Y	Non-Profit Representative	2*

As stated in the MVCCS Bylaws,

(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. At the end of each Trustee's term, they may serve an additional term if the majority of the board votes in favor. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

All five initial members of the MVCCS have indicated their willingness to serve a full three-year term during the first charter term so as to provide continuity and depth of understanding. For purposes of illustration, two members are listed as 2* in the chart above, to indicate that parents and non-profit representatives might be likely to be assigned a shorter class term when the Board initially organizes.

Further, it is considered likely that the MVCCS full Board of Trustees will be seven members. That will allow two more positions to be assigned beyond the scope of the illustrated chart.

C. Management and Staffing

Staff Plan for the Term of the Charter

MVCCS founders believe that a school’s academic progress emerges from robust, reflective relationships among the people most directly involved with students. MVCCS staff members will possess the characteristics that embody the spirit and philosophy of MVCCS: educators who enjoy teaching, are dynamic and stimulate intellectual curiosity; staff members who encourage and motivate students to be self-directed in their learning; adults who encourage active participation of every student, and establish a positive learning environment; and teachers who convey high expectations for student achievement while supporting their students towards academic excellence. MVCCS staff will work as a team, meeting regularly to share experiences, is reflective about school issues and continually explore ways to improve the learning environment. The following table presents staffing expectations for the first charter term.

Title	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Director of Curriculum and Instruction*	1	1	1	1	1
Business and Facilities Manager	1	1	1	1	1
Director of Special Programs*	1	1	1	1	1
Office staff/lunch aides	2	2	3	3	4
Health Office Attendant/Student Support	1	1	1	1	1
Teachers-Regular	6	9	12	15	18
Teaching Assistants	6	9	12	15	18
Literacy Specialist/ RTI Teacher	0	0	1	1	1
Teachers - Special Education	1	2	2	3	3
ELL/LEP Teacher	1	1	1	1	1
Art/Music Specialist	1	1	2	2	2
Physical Education/Wellness Specialist	1	1	1	2	2
Library/Media Specialist	0	0	1	1	1
Speech and Language Pathologist*	0	0	1	1	1
Occupational Therapist*	0	0	1	1	1
Physical Therapist*	0	0	1	1	1
Social Worker	0	1	1	1	1
Total Staff	24	31	44	52	57

*May be part time based on student need

Strategies for Recruiting and Retaining Effective Teachers

MVCCS Board members along with the Leadership Team will work diligently to attract and retain skilled teachers. We have established strong relationships with local colleges that have teaching programs. Three of the founding board members work at local colleges and have extensive contact with excellent educators. We will use our relationship with Hamilton College, MVCC, SUNY-IT and Utica College to recruit teachers and implement our academic programs. Through these partnerships, we have established an understanding that MVCCS will be a site for

local colleges where students can come for internships. Throughout our planning phase, we have spoken with many educators who have expressed excitement about the possibility of working at MVCCS or helping to find qualified teachers. We will advertise on our website and through any other paper or electronic/digital resources available. We will utilize the services of college placement offices at educational institutions such as SUNY, Utica College, LeMoyne College, Keuka College, and other institutions known to have progressive, quality educational training programs.

The start-up and continued success of MVCCS will depend on its recruitment and retention of a skilled and committed staff. We have budgeted for salaries that are competitive (e.g., 10% greater than average salary for a teacher with 3-5 years experience in the UCSB and area school districts for roles similar to those that will be at MVCCS . We firmly believe that the philosophy and strong, positive culture of MVCCS will also attract and retain teachers beyond any salary. We will strongly market the mission and vision of MVCCS as one wherein teachers can powerfully impact student development; wherein teachers can feel alive and successful in their everyday teaching of students; wherein they can achieve the personal and professional fulfillment that led them to pursue a career as an educator. We will also focus on high level of supports and professional development offered at MVCCS, emphasizing the high expectations and collegial environment that will exist at MVCCS.

Employer-Employee Relationships

MVCCS will create a mutually supportive and positive work environment where both the employer and employee feel empowered to respectfully engage in open communication and share input in the decision-making process. The Executive Director and BOM will work collaboratively with one another, seeking teacher and staff input, as relevant, regarding school curriculum, culture and policy. With many educators involved in the founding group, this has already begun and will continue to occur both formally and informally throughout the school's operation. Our employee-employer model will be a meta-model of our school design with a strong focus on excellence at every level and in every facet of staff duties. The school leadership team will hold explicitly high expectations for staff performance along with high levels of support, thereby creating a school culture that enables every employee to thrive and be excited about educating. Leaders will implement evidence-based strategies to increase employee motivation, productivity, and excellence. Just as heightening teacher expectations enhances student performance, raising leader expectations of subordinates also increases productivity.¹⁹ Professional development for both school leaders and employees will also be a part of our weekly meetings. Through our professional development and planning periods, we will continually increase and refine our capacity to implement new practices that will lead to teacher retention, school improvement and increased academic achievement. MVCCS intends that staff contracts will be "at-will", generally. (See Attachment 8a for more detailed information.)

MVCCS will have a conservative budget estimate that allows us to increase our financial solvency as it grows because certain positions (e.g., Executive Director, BOM) need to be filled once and educational staffing needs will be built into the budget based upon the growing student population. The current budget supports every KDE and the staffing requirements to deliver those KDE. Since an ELL/LEP teacher and SPED teacher are accounted for in the first year of

¹⁹ Baxter, G., Bowers, J. (1985). *Training & Development Journal*. Beyond Self-Actualization: The Persuasion of Pygmalion. Vol 39 Issue 8, p69, 3p

our budget it enables us to drive the KDE of our proactive approaches and special education incorporated in the school design. Future staffing needs are directly tied to and aligned with student enrollment, therefore allowing us to work from a fiscally responsible and solvent position.

In the early years, some staff will fill multiple roles until we have enough student population to support more staffing. For example, in the first two years the ELL teacher and Special Education Teacher will receive professional development to be trained and serve as our main literacy coaches. One office staff member and the teacher assistants will work on a rotating schedule to provide the needed staffing during lunch time. Also, in the first two years, the music and art program will be staffed with one teacher who will receive professional development to strengthen any areas of weakness. As the student enrollment increases MVCCS will be able to responsibly afford to fortify our special education and provide additional services with our staffing (e.g., occupational therapy, physical therapy, and speech/language therapy) that will allow MVCCS to implement further proactive approaches.

Non-Certified Instructional Personnel: We will reserve this option so long as it improves academic performance. MVCCS reserves the option for employing non-certified teachers under the conditions that any non-certified teacher is strictly aligned with our KDE; possesses the character and competence we seek; is fully committed to doing what it takes to improve student academic performance; fulfills at least one of the four criteria stipulated in Education Law § 2854(3)(a-I); that the total number of such teachers is equal to but not more than 30 percent of the teaching staff or five teachers, whichever is less; and qualify as subject-based competent pursuant to the federal *No Child Left Behind* Act.

Plans for Evaluation and Retention of Highly Qualified Staff

MVCCS teachers and administrators will monitor student progress in all domains by using frequent, informal classroom measures. Authors like Douglas Reeves, Charlotte Danielson, Robert Marzano, Heidi Hayes Jacobs and others provide strong guidance for establishing clear curriculum expectations, defining benchmarks, and designing student-centered instruction to achieve mastery. We recognize the importance of teachers who are technology-confident, able to efficiently and effectively conduct ongoing electronic reporting and analyses of data. The New York State Regents accepted Teaching Standards in January, 2011 that will provide strong guidance for recruitment, evaluation, and professional development offerings for MVCCS. School leaders will conduct annual evaluations for professional staff members, using these standards as guidelines. Coupled with the evaluation of KDE implementation, the results of these evaluations will be used to inform promotion, retention, termination and supplemental compensation. Areas identified during the evaluation process as needing improvement will guide our planning for professional development and our partnerships with area colleges who provide interns and other academic support systems. In addition, we will use student status and growth data to support and evaluate the effectiveness of our staff. Our evaluation system will be based on student growth as well as multiple measure of teacher/administrator effectiveness directly linked to our charter and KDE. Every teacher and teacher's assistant will have a professional development plan that is developed in collaboration with the individual teacher/teacher's assistant and the Executive Director.

C.1. Charter Management Organization N/A

C.2. Partner Organization N/A

D. Evaluation

Management of Records

MVCCS will develop policies and procedures for tracking enrollment, attendance, eligibility for free and reduced lunch, and special education and Limited English Proficiency enrollment, and will clearly define roles and responsibilities for maintaining and protecting records. MVCCS intends to purchase a comprehensive data management system such as Infinite Campus or Rediker that will provide a platform for maintaining all student information, both electronic and hard copy formats. Data entry and filing will be the responsibility of the Office Manager or an administrative assistant, under the supervision of the Business & Operations Manager. The Business & Operations Manager will be responsible for maintaining enrollment records, ensuring that they are complete and accurate. The Business & Operations Manager, with assistance from the Office Manager and Administrative Assistants, will be responsible for overseeing that families complete and submit all reduce and free lunch eligibility and enrollment forms in a timely manner. Once eligibility is determined the Business & Operations Manager will record and notify parents of any payments required for lunches.

MVCCS will securely maintain information on each student, including name, date of birth, names of parents or guardians; address where a student resides; phone numbers of parents or guardians which includes emergency contact information; date of enrollment; special education and Limited English Proficiency; and immunization records upon acceptance of enrollment. Special Education classification will be collected as part of the student enrollment data. The Director of Student Services (DSS) will be primarily responsible for ensuring that special education records are accurate and complete, including the most up-to-date IEP, evaluation and discipline record. The Director of Student Services (DSS) will also be responsible for entering information relating to special education students into the electronic data management system. The enrollment records will also include information about students with limited English Proficiency. The Director of Curriculum and Instruction (DCI) will be primarily responsible for ELL or LEP records, including records concerning the administration and results of LAB-R and NYSESLAT.

The Office Manager and Administrative Assistants will be primarily responsible for recording student attendance using the same coding system as the Utica City School District. All personal and identifying information will be protected from unauthorized access in accordance with Federal and State Laws, including Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). MVCCS will not transfer student records or personal identifying information on any student to another school, organization, governmental entity, or individual without the explicit prior consent of the student's parent or guardian, as required by FERPA and/or HIPAA. All information on students will be secured in locked cabinets (for hard copy formats) and on secure computers and electronic storage devices. All access to records will be restricted to authorized personnel. Security passwords will be required to access any and all personal student electronic information. All electronically stored

student information will be equipped with hardware and software that meets FERPA and HIPAA standards.

Financial Policies, Procedures and Preparations

MVCCS has drafted a detailed Financial Procedures Manual which clearly defines and assigns roles and responsibilities. The Manual will be reviewed by the School Leader and Business & Operations Manager with final approval by the Board of Trustees (BOT). All school employees will be required to read and fully comprehend sections of the Manual that are relevant to their roles and responsibilities, ensuring that financial accountability will be shared by every employee of the school. The procedures set forth in the Manual will include rules for the segregation of duties among the School Leader, Business Office Manager (BOM) (?), and Office Manager , to provide a system of checks and balances thereby reducing the risk of fraud and ensuring accountability in financial operations. In addition, the manual will provide detailed procedures for:

- Revenue recognition and cash receipts;
- Tracking of expenditures including purchase orders, vendor invoices, expense reimbursements, and credit cards;
- Cost allocation in accordance with the Chart of Accounts;
- Banking, including monthly reconciliations and authorization for fund transfers;
- Maintain personnel records and communication payroll information to the outside vendor of payroll services; and
- Monitoring capital assets.

MVCCS has received an insurance quote from Ten Eyck Group to establish a starting baseline of costs (see section III.G.). MVCCS will receive additional quotes from other prominent carriers (e.g. EBNY Insurance Services, INC & Austin & Co.) once the charter is approved. The BOM will be responsible for reviewing quotes and proposals and making recommendations to the School Administrator and Board for approval. The BOT will review all quotes and proposals for service and make the final selection by reviewing references from other schools, previous experience with other insurance carriers, quality of service, and cost. The Business & Operations Manager will also be responsible for monitoring the policies and claims. MVCCS will initiate Directors and Officers insurance as soon as it is chartered and then will commence with other coverage as needed within the operational time frame (e.g., Employment Practices Liability before hiring employees).

A bid system will be used to procure an experienced CPA firm to perform the school's annual audit aligned with Generally Accepted Accounting Principles (GAAP). The school financial report will be generated by the CPA firm and the BOM and upon final approval from the BOT, will be submitted to the proper oversight agencies. The school's annual report will be developed and submitted using data generated from test scores and other criteria as set forth by the school governing board.

E. Professional Development

MVCSE will be a learning community for both students and adults. In the same way, MVCCS will identify and develop the strengths and needs of each student; we will strive to do the same for our staff members. The **School Leadership Team**, comprised initially of the Executive Director (ED), Director of Special Programs (DSP) and Business and Operations Manager

(BOM), will serve as role models and onsite trainers. Professional development will be ongoing, job-embedded, and strength-driven. All staff members will be supported in their desires to grow personally and professionally. This will be accomplished in a number of ways. All staff members will be fully trained in the curriculum approaches (e.g., Teachers' College Reading and Writing Project (TCRWP), Data Driven Decision Making, EDoctrina) used by the school. Our weekly schedule will be organized in a way that will allow two hours of professional development. The time, under the direction of the School Leadership Team, will be dedicated to school-wide discussion of instructional practices and program implementation, as well as ongoing training. Through our professional development and planning periods, we will continually increase and refine our capacity to implement new practices that will lead to school improvement and increased academic achievement.

We plan an ambitious training schedule prior to the opening of MVCCS. This schedule will be developed with an emphasis on providing every teacher and teacher's assistant with the requisite knowledge to implement our academically rigorous curriculum and instruction and other KDE. We have recognized that knowledge is only the first step in a process of proficiency in these school design elements. Thus, in alignment with research on best practices on training, we will embark on a rigorous second stage of our training model. The School Leaders will conduct frequent and regular observations of educational staff's implementation of school design elements. Staff will be given individual feedback – strengths and areas of need – on the proficiency of implementation of school design elements within 48 hours of observation. If any areas of need are noted, an action plan will be developed with a clear timeline for remediation and re-observation.

The School Leadership Team and professional developers will provide group and individual training in classroom management and social/emotional strategies. The Educational Team members will partner with trained teachers to support ELA and math curriculum elements. The School Leadership Team members will train with teachers and support the implementation of ELL/LEP program elements. Our RTI approach will unfold naturally following this cyclical process; weekly data team meetings and professional discussions will honor our collective growth mindset. Over time, this approach will firmly establish a professional learning community among MVCCS staff members.

Every educational staff member will have a Professional Development Plan that is constructed by the staff member and in consultation with the School Leadership Team. Goals on the Plan will include both areas of strength and need, and will outline critical steps that the staff member will need to take to accomplish their goals. It will also outline the supports to be provided by school leadership towards the accomplishment of the staff member's goals. .

Curriculum Development Model

In order to create continuity across subjects, setting, and grade levels, curriculum maps will be carefully designed with clear expectations for content and skills as well as materials and pacing, aligning and spiraling instruction from one grade level to the next. Thoughtful and deliberate curriculum mapping, aligned with strong curriculum crosswalk documents, will assure that our intent to have clear and measureable academic goals for every student will be realized. To this end, we will utilize the *The New York Mapper*, a “Top-Down, Standard-Based Curriculum Planning Tool”, created through the support of a grant from the New York State Department of Education. This model has been selected for its strong research base, the availability and ease of

electronic templates, and the collaborative model it provides. By allowing teachers to input lesson plans that will align Curriculum Units with the Common Core Standards, this tool will enable teachers to prioritize standards, create curriculum maps and make standard based units. It will assist teachers in being more efficient and effective, thereby increasing student achievement.

The Leadership Team will be trained in this model, and will be able to provide turnkey training in the initial years of the charter. Significant time and energy will be invested during the planning period to develop initial Curriculum Maps for Kindergarten and Grade One instruction in the four core areas. Concurrently, the Leadership Team will develop strong curriculum crosswalk documents to identify potential gaps in our selected instructional programs and to supplement our foundational programs with additional materials and/or resources. We recognize that many online resources are available, including many that are sited at the NYSED website. For example, we anticipate utilizing resources like the Common Core Mapping Project²⁰. Curriculum Maps will be dynamic documents; truly effective curriculum will evolve based on student needs, cultural shifts, and evolution of the science-base.

F. Facilities

We will begin our inaugural year with 150 students and 6 classrooms. In addition, we will have dedicated rooms for ELL instruction, resource room, music and arts, and a media center. Classrooms will serve as the primary instructional settings for academic subjects of ELA, math, social studies, and science. Special Education services including speech/language, occupational and physical therapy will utilize multi-purpose rooms that are strategically scheduled to minimize space requirements. Administrative offices will include shared space for administrative assistants with individual offices for the School Administrator, Business & Operations Manager, Director of Curriculum Instruction, Director of Student Services, and the nurse. Food services will be provided in a dedicated cafeteria within the school and Physical Education will be provided in a gymnasium.

Projected School Site

Several considerations were made in identifying potential appropriate sites for MVCCS. Chief among those considerations were cost of facility, ability for the facility to accommodate an increasing student enrollment, and appropriateness of facility to serve as a school (e.g., classrooms, cafeteria, gym). We have identified a site that is currently vacant and had previously been operated as a parochial school. We are working with Mr. Michael Conley who is the Sales Representative at Pyramid Brokerage located in Utica, NY. Mr. Conley has extensive experience in procurement of facilities and planning and has worked with MVCCS to negotiate and acquire a viable facility. With Mr. Conley's assistance, we have selected the Holy Trinity School, a site that meets our needs for the majority of the first charter period.

Holy Trinity School is a 35,276 square-foot facility located in Utica at 1214 Lincoln Avenue that was constructed specifically for use as an elementary school. Currently vacant, it is in excellent condition and has great potential as the facility for MVCCS. The building has a dedicated kitchen, cafeteria, gym, administrative offices, and 16 classrooms. This large facility is ready-made to serve our initial and ongoing needs during the majority of the first charter period. Our selection of Holy Trinity School as the site for MVCCS is fiscally responsible since the facility is already suited to serve as a school and has many amenities (e.g., fully equipped kitchen) and

²⁰ <http://www.commoncore.org/maps>

furniture (e.g., cafeteria tables and seats) that will not need to be purchased. Minimal capital improvements have been suggested in discussions between our Lead Applicants and owners of Holy Trinity School including a complete HVAC and roof audit, as well as window sealant replacement, updated lighting (including emergency lighting), and upgrades to the fire alarm detection system. The owners of the Holy Trinity School have agreed to make necessary renovations and improvements in order to accommodate the needs of MVCCS. The timeline for acquiring the facility is listed in the following table. We will ensure that the facility is in compliance with the Americans with Disabilities Act, with the occupancy requirements under the Charter School Law and with all other healthy, safety, sanitation, local zoning land use and building code requirements.

We have entered into a memorandum of understanding with the owners of Holy Trinity School that outlines the parameters of a lease once MVCCS is chartered (see attached Proposed Term Sheet). With the collection of 24 months of utility costs and continued conversation between the building owner and Mike Conley, we have been able to develop a proforma with estimated costs for the lease per square foot, all utilities (divided equally between building owner and MVCCS), janitorial, insurance, building maintenance, supplies, and property management. The total estimated cost for 25,000 square feet at \$1.50 per square foot (in year 1) plus expenses is slightly above \$155,000. The leasing parameters are within our budget (see attached Budget).

Given that Holy Trinity School will not meet our space requirements during the entire first charter period; we have developed a plan to explore alternative sites within the Utica City School District. The Board will appoint a Site Exploratory and Planning focus group within the first year of the charter period. The Site Exploratory and Planning focus group will work with the School Leader to identify all reasonable options for MVCCS’s ongoing space requirements, including investigating the feasibility of construction of a new building to house MVCCS. We will also work with the Utica Mayor’s Office and present administration to identify sites and buildings that may be suitable for MVCCS and that qualify for building renovation grant funding under City, State, or federal mechanisms.

Facility Acquisition Tasks	Timeline
Enter into final lease negotiations to acquire Holy Trinity School	Once chartered
Walk through building and outline improvements and repairs required	Once chartered
NYSED issue certificate of occupancy once modifications and facility improvements are complete	In progress/Application Phase
Ensure that improvements and repairs are made & sign lease	TBD
Order furniture in April 2013	Complete by June 2013
Ensure delivery and assembly of furniture by June 2013	These items will be finalized and implemented by August 2013**
Ensure technology network is installed and tested by June 2013	
Ensure internet connectivity is installed and tested By June 2013	
Ensure phone lines, systems, and fax are installed and tested by May 2013	
Ensure copy machines are delivered and training is completed	
Finalize facility preparation (e.g., prepare rooms, hallways, offices; post signs and emergency exit procedures) by July 1, 2013	

Begin intensive training of staff/teachers (see Table in Section III.g.)	August 2013
School Opening—Students Arrive! (Follow 1st day of UCSD calendar)	September 2nd or/3rd

G. Insurance

Insurances

MVCCS will purchase all necessary insurance policies to protect the corporate entity itself, its Board, staff and teachers and students from liabilities and claims arising under operations. This would include, without limitation all the areas listed in section III.f.

MVCCS will obtain all necessary insurance coverage. We will acquire basic liability insurance for Directors and Officers during the start-up phase, and acquire the following insurance coverage beginning no later than July 1, 2013: Commercial General Comprehensive Liability, Educators’ Legal Liability, Employment Practices Liability, Sexual Abuse Liability, Automobile Liability, Umbrella Liability, Workers Compensation Liability and Surety bond for the school’s chief financial officer (see attached estimate). We have budgeted \$21,355, a conservative estimate, during each operational year which will cover the costs of the above-referenced insurance coverage. Based on discussions with Christopher Spofford from Ten Eyck Group each coverage area needed during the start-up phase will be pro-rated based on the number of months the coverage will be in place prior to July 1, 2013.

MVCCS has received an insurance quote from Ten Eyck Group to establish a starting baseline of costs (see section III D and G.). MVCCS will receive additional quotes from other prominent carriers (e.g. EBNY Insurance Services, INC & Austin & Co.) once the charter is approved. The BOM will be responsible for reviewing quotes and proposals and making recommendations to the School Administrator and Board for approval. The BOT will review all quotes and proposals for service and make the final selection by reviewing references from other schools, previous experience with other insurance carriers, quality of service, and cost. The Business & Operations Manager will also be responsible for monitoring the policies and claims. MVCCS will initiate Directors and Officers insurance as soon as it is chartered and then will commence with other coverage as needed within the operational time frame (e.g., Employment Practices Liability before hiring employees.

H. Health, Food, and Transportation Services

Transportation

MVCCS’s students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. Since Utica City School District currently provides transportation to nonpublic schools, it is understood that it is the Utica City School District’s responsibility to provide transportation at their expense to eligible students living within a two to fifteen mile radius of MVCCS. This includes transportation of students with a disability or

special need when the IEP requires special transportation. Families will be responsible for transportation if they reside within two miles of MVCCS unless a shorter distance is set forth by the Utica City School District.

Because MVCCS will operate longer than any local district's school calendar, transportation will occur as follows. MVCCS will not provide transportation for additional calendar days if the student did not qualify for transportation under Education Law § 2853(4)(b) and § 3635 during the home district's school calendar. MVCCS will provide transportation during additional school calendar days beyond 180 days wherein MVCCS is in operation to any student who receives transportation by their home district during the normal 180 day school calendar or transportation needs are specified on a student's IEP. The budget submitted for review reflects the anticipated transportation needs of our students and accounts for transportation necessary for MVCCS to operate 10 additional school days.

Food Service

MVCCS intends to provide food service to its students that are reflective of our commitment to student health and well-being in accordance with our mission. MVCCS will adhere to all applicable requirements from the NYS Child Nutrition organization and including, but not limited to: meal pricing; determination of eligibility for free and reduced price meals; nutritional value; and reporting requirements. Once chartered, we will begin the application process to become authorized by the NYSED as a Food Service Site Provider. A School Wellness Policy and Procedure will be developed and implemented to insure that all students are receiving nourishment as required by NYSED. MVCCS will begin discussions with a prominent food service provider who is interested in providing lunch and breakfast services equal to the services that are presently provided to other Charter Schools located in the Albany, NY area. There will be no cost to the schools since the expense for food and supporting materials is factored into their costs based on the income from Child Nutrition reimbursement and collection of monies from students who do not qualify for free or reduced lunches, and pay for their meals at the lunch line. Estimates of startup cost will depend on the physical space available in the building that MVCCS will be utilizing as its educational facility. The building that MVCCS is presently evaluating has a lunchroom, cafeteria, and kitchen available. The cost to implement a full service program by MVCCS will be minimal since the responsibility for preparing the meals on-site will be done by the food service provider. MVCCS will purchase cooking utensils and minor instruments as needed to assist the food service provider. The estimated cost is approximately one thousand dollars. MVCCS assumes that there will be no revenue received from the food service program.

The food service provider will be selected based on the bidding specifications as mandated by the NYS Child Nutrition Department and their income will be based solely on a fair and reasonable price from Child Nutrition reimbursement and in line with the Utica City School District. MVCCS, in conjunction with the food service provider and a nutritionist will select foods that are nutritious and palatable. If MVCCS is unable to contract with a licensed food service company in its initial year due to not yet being authorized by the NYSED, we will work with the Utica City School District to handle MVCCS food service needs until a time when MVCCS is licensed and approved to be a Food Service Site Provider. In either event, MVCCS will ensure that breakfast and lunch will be available to all students at a fair and reasonable price. In addition, students will bring their lunch and/or breakfast to if they so desire.

Approximately 75% of UCSD students are eligible for Free (64%) or Reduced Lunch (10%). We will distribute Form 1041 to all students upon enrollment and ensure that completed forms are collected from parents. Meal categories will be assigned to students based upon the completed 1041 form. Once all applications are received and income levels verified, the parents and/or guardians will be notified of the decision whether the student is free, reduced price, or full pay. The Business & Operations Manager will be responsible for overseeing the school lunch program and overall food services program. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Health

MVCCS will utilize the health services of the Utica City School District in the initial years of operation.

I. Family and Community Involvement

Student achievement is strengthened by parent and community involvement. MVCCS parents and caregivers will be partners in learning, through shared–decision making and an active Parent Teacher Organization (PTO). Students and families will benefit from our strong school partnerships with family service agencies and community organizations. For example, we will teach parents and students about resiliency and nurturing through workshops and lessons.

We will provide a year-long program through which community members and agencies will volunteer time to consult with school personnel to develop a life skills curriculum. Students will be afforded the opportunity to enhance their understanding of a diverse set of life skills that will enrich their appreciation and understanding of persons and skills within their community. We will also facilitate student involvement as volunteers at community organizations to increase their learning through practical application of knowledge and skills.

In order to build strong family support and understanding of our school, we will plan a series of orientation events that will take place during the week preceding the traditional opening of school. Opportunities for children and parents to meet school staff, visit the learning areas, and become comfortable with the school environment will be the focus of these events.

J. Financial Management

Adherence to Generally Accepted Accounting Practices and Audits.

MVCCS will maintain an accrual-based accounting system in accordance with Generally Accepted Accounting Principles (GAAP) for not-for-profit organizations and will contract with a New York State Certified Public Accountant—selected by the Board—to conduct an annual independent audit of the schools financial statements. The BOM will be responsible for preparing audit information, working with the auditor to facilitate the assessment of the effectiveness of internal controls and their consistent application; testing that financial statements are accurate and are prepared in adherence with GAAP and are conducted according to procedures established by the Board. The auditor will be required to prepare an opinion letter, including the identification of any deficiencies, and recommended improvements.

Annual Financial Reporting to NYSED.

MVCCS will submit an annual financial report to the NYSED, as required by law, within 120 days of the end of the school's fiscal year. The annual financial report will comply with all of the NYSED Requirements including all statements required by Financial Accounting Standards Board Statement No. 117, Financial Statements of Non-Profit Organizations, a supplemental schedule of functional expenses and the auditor's report.

K. Budget and Cash Flow

MVCCS has developed a budget that is based upon reasonable expectations of revenue, prudent expenditures, and a very conservative estimate of revenue growth over the length of our first charter approval. A primary budget assumption is that MVCCS will not receive any increases in per pupil revenues. In the event that there are per pupil increases, we will use those additional monies to support additional programs, trainings, and staffing that will further enhance our capacity to achieve MVCCS's mission. Every budgetary decision will be made with the foremost emphasis on providing an academically rigorous school that will enable every student to achieve academic excellence. MVCCS's budget assumptions and projections have been developed on the basis of extensive discussions between our planning committee, consultation with a finance and operations manager of several charter schools, research on the costs associated with implementing our Key Design Elements (KDE) and review of other charter school budgets.

Alignment with Educational Program and Key Design Elements (KDE)

The budget is a direct manifestation of our strong belief that an academically rigorous school is critical to ensure our students' achievement of academic excellence. Our commitment to academic rigor is evident in our budget vis-à-vis data-driven instruction, increased time for learning, and the hiring and professional development of strong teachers. In addition, our budget reflects a commitment to establish and maintain a positive and supportive environment for staff and students, an individualized approach to learning, and a school-wide accountability system to further facilitate and ensure that all of our students achieve academic excellence. More specifically, our budget demonstrates the funding of resources that are aimed at achieving MVCCS's mission, including the following:

- hiring and training highly qualified teachers to promote and facilitate high academic standards ;
- promoting academic rigor and student achievement (e.g., 2 teaching staff in every classroom, curriculum mapping strategies);
- emphasizing English Language Learning (e.g., dedicated ELL teacher, adoption of and training in SEI and SIOP programs),
- remediating literacy and math deficits (e.g., extra time, cross-curriculum, and guided practice)
- collecting and analyzing student academic data frequently and regularly (e.g., formative assessments) to ensure that students are consistently on pace to achieve high academic standards;
- implementing universal programs designed to promote behavioral, social, emotional, and physical health as an indirect means of enabling students to achieve academic excellence;
- collecting and analyzing student non-academic data (e.g., behavioral data) frequently and regularly to ensure that students are primed to benefit from the academically rigorous curriculum;

- developing group-based and individualized interventions to remediate (e.g., RTI) or enhance (e.g., PFE) any academic or non-academic areas towards achieving academic excellence; and
- operating with longer school days and school years.

Budget Information for Charter School Program (CSP) Grant

MVCCS is formally applying for a CSP Grant. However, to be fiscally responsible, we have developed our budget based upon the assumption that these monies might not be available. Thus, every facet of our KDE and the overall ability to achieve MVCCS's mission is feasible based upon our conservative budget estimates. Nevertheless, the ability to implement the KDE and achieve the overall mission will be enhanced in scope and timeliness if a CSP Grant is received. Funding via a CSP Grant enhances our capacity to promote a highly effective and broad recruitment campaign for staff and students and will allow us to expedite the timelines for the adoption of academic programs (e.g., purchasing programs sooner, having all relevant staff trained initially and simultaneously in the techniques), thereby accelerating the capacity for MVCCS to achieve its mission.

Financial Management

MVCCS's budget has been developed in a conservative fashion that emphasizes fiscal efficiency and accountability. MVCCS will ensure sound and prudent financial management through a variety of actions including board-approved policies and procedures, clearly delineated roles and responsibilities, and a system of accountability. During the application phase, MVCCS has enlisted the assistance and consultation of an experienced finance and operations professional, Frank Sheldon, who has successfully managed several charter schools during pre-operational and operational phases. Given that Mr. Sheldon is being considered for the Business & Operations Manager position, he will continue to be crucial to MVCCS's fiscal responsibility and solvency during pre-operational and operational phases of MVCCS.

Mr. Michael Conley is a local business professional with a great deal of experience in real estate including the procurement of land and facilities for various uses and has helped identify the Holy Trinity School which MVCCS will be leasing through the startup phase and for the first four years of academic operation. He will also assist the Board of Trustees in identifying additional space for expansion once MVCCS has met the capacity constraints of the Holy Trinity School facility.

Gustave J. DeTraglia III Esq. is a local attorney who has agreed to act as a member of the MVCCS founding team and will subsequently act as a member of the Board of Trustees. Gustave has assisted the founding team with organizational matters, reviews of the letter of intent previously referenced, matters of governance, public outreach, and various other matters during the preparation of the Charter School application.

Oversight and Management of Financial Operations

The Board will maintain close oversight of MVCCS's financial operations and will be primarily responsible for ensuring sound financial management. The Finance Committee will meet regularly with the School Leader and the Business & Operations Manager to discuss monthly financial statements and will report monthly to the full Board and provide the Board with reports on completed bank reconciliations, budget to actual expenditures, and enrollment reports. The

Finance Committee will also review the annual financial report before it is submitted to the NYSED, as well as other relevant financial records or reports including the draft audit report.

The Business and Operations Manager will be responsible for day-to-day financial oversight and ensuring that MVCCS adheres to all financial policies and procedures. The Business & Operations Manager will work in collaboration with the School Leader and report directly to Board of Trustees in financial management of the school. The School Leader and the Business & Operations Manager will report to the Board on a monthly basis regarding all relevant aspects of the educational plan performance and student enrollment, and all finance related issues.

The Business & Operations Manager will report directly to the Board of Trustees and will work in collaboration with the School Leader in preparation for fiscal reporting to the Board. Primary roles and responsibilities of the BOM towards meeting MVCCS financial management obligations include:

- Setting up MVCCS's accounting system, using QuickBooks or similar accounting software;
- Developing a Chart of Accounts that includes fair and reasonable allocation methods that meet the requirements of the NYSED;
- Providing bookkeeping services and managing purchasing, accounts payable and accounts receivable procedures as established in the Financial Procedures Manual (see Financial Policies and Procedures section below);
- Facilitating the selection of outside vendors for payroll services and the establishment of payroll procedures;
- Overseeing the selection and management of benefit plans;
- Preparing and submit timely liability insurance for school, Board, staff, teachers, and students;
- Preparing monthly reports on bank reconciliations and enrollment reports;
- Preparing unaudited monthly financial information, including balance sheet, profit and loss, and cash flow statements;
- Preparing annual financial reports required by the NYSED;
- Preparing tax returns
- Work with the School Leader in preparing the annual budget;
- Manage building and facilities operations
- Administering grants and preparing grant reports.

The Finance Committee of the Board will conduct quarterly spot audits of the Business & Operations Manager's records in order to ensure the highest level of financial integrity. The Business & Operations Manager will supervise and train the Office Manager and administrative assistants in charter school financial management procedures in areas such as financial records filing system, systems for regular stress testing of internal controls, and procedures for reviewing and monthly closing of the financial books. Although the Board is ultimately responsible for financial oversight of MVCCS, MVCCS will develop policies and procedures that clearly define each employee's role and responsibility in ensuring financial integrity and accountability, thereby creating a culture of fiscal prudence and accountability that will be shared by all MVCCS employees.

L. Pre-Opening Plan

Pre-operational Budget

MVCCS's start-up phase will begin as soon as the charter is granted, and will operate formally from January 1, 2013, through June 30, 2013. Expenses during this phase will be minimal compared to our operational budget. We have accounted for expenses related to curriculum development and logistics of school start-up. We have already acquired curriculum materials at no expense in consideration of adoption. Members of our founding committee have training and experience in several methods that will be adopted as part of MVCCS's curricula (e.g., RTI, curriculum mapping). We have also secured commitments from several individuals and organizations to reduce expenditures during the start-up phase.

MVCCS has secured a memorandum of understanding from the Holy Trinity School that will allow MVCCS to utilize space (conference rooms, office space, furniture) and services (a photocopier, fax machine, and printer will be donated by the members of the planning group) as needed at no cost during the pre-operational phase. In addition, members of the Planning Group have agreed to donate supplies if MVCCS does not have the finances to purchase office supplies during the pre-operational phase. MVCCS has also received multiple offers from volunteers who are eager and able to assist in the recruitment process during the pre-operational phase. These volunteers will be instrumental in assisting MVCCS during this period when funding may be limited.

Total Revenues

There are several potential funding sources available to MVCCS's pre-operational phase. MVCCS will implement an assertive fundraising strategy to assist with various projects, advertising materials, student recruitment, family networking and support, and supplies. Many of the Planning Team and perspective Board Members have already donated supplies, postage, paper, office space, and monies for travel to various local organizations in student recruitment efforts and enlisting the support of the many local organizations. MVCCS has higher expectations for fundraising once MVCCS has been formally chartered. In the event that MVCCS is not awarded a Charter School Planning and Implementation Grant or other grants (e.g., Walton), a contingency plan has been developed wherein several of the applicants have agreed to donate their time and funds if needed to the pre-operational planning phase. MVCCS will also be collaborating with other organizations with expectations to receive other grants which will assist in startup. We will complete the Charter School Planning and Implementation grant application when requested by NYSED. In addition, we will also be applying for a Walton Family Planning and Implementation Grant, assuming that there will be some geographic flexibility as there has been in the past.

M. Dissolution Plan

In the case of the closure or dissolution of the Mohawk Valley Community Charter School, school officials will make all necessary provisions for the transfer of students and student records to each student's school district of residence. Further, school officials and the Board of Trustees will arrange for the disposition of the school's assets to the Utica City School District, or to another charter school located within the school district²¹ if one exists.

²¹ N.Y. Education Law § 2851(2)(t)

Additionally, the MVCCS Board of Trustees provides assurance that the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§ 219 and 220 and any Closing Procedures specified by SED.

Mohawk Valley Community Charter School's
Individualized Achievement Plan

Name _____ Date _____ Grade Level _____
Team _____

Academic goals and Approaches to Learning:

ELA _____

Support Personnel _____

Work in Progress _____
Evaluation Date _____

Math _____

Support Personnel _____

Work in Progress _____
Evaluation Date _____

Science _____

Support Personnel _____

Work in Progress _____
Evaluation Date _____

Social Studies _____

Support Personnel _____

Work in Progress _____
Evaluation Date _____

Physical Wellness and Fine Arts

Support Personnel _____

Work in Progress _____

Evaluation Date _____

Social Goals and Emotional Development:

Behavioral _____

Support Personnel _____

Work in Progress _____

Evaluation Date _____

At-Home _____

Support Personnel _____

Work in Progress _____

Evaluation Date _____

Other _____

Support Personnel _____

Work in Progress _____

Evaluation Date _____

Student Signature _____

Parent Signature _____

Staff Signature _____

Student Admissions Policy

This policy reflects the recent amendments to the New York State Charter Schools Act.

Student Recruitment

Mohawk Valley Community Charter School (MVCCS) will conduct extensive local community outreach to solicit applications from prospective students entering lottery-eligible grades. As a public charter school, MVCCS is open to children who are eligible for admission to a public school under New York State law. Additionally, MVCCS will follow all applicable state and federal laws in admitting students.

MVCCS will conduct a blind admissions process requesting only basic data from parents about prospective students. MVCCS will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

Open Admissions Only to Designated Grades

MVCCS will only open admissions for designated grades (“lottery grades”). Prospective students must submit an application (“lottery application”) to be eligible for lottery grades. If MVCCS receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade.

Kindergarten will be a lottery grade in each year that the school operates an elementary school (grades K-5). In our initial year of operation only, both kindergarten and 1st grade will be lottery grades. By year four, kindergarten will be the only lottery grade remaining at the school.

If the school determines that seats are available outside of the lottery process, in any grade K-5, the waiting list that has been developed, will be the only official source for identifying eligible applicants to fill those vacant seats. The complete waiting list policy can found below in this student admissions policy.

Qualifications

- Kindergarten applicants must turn five years old on or before December 1st of the year in which they matriculate; and
- All applicants must submit a completed and valid application by the April 1 admissions deadline.

Automatic Preferences

Automatic preferences will be given to eligible applicants in the following order:

- MVCCS will give an admissions preference to students who reside in the City of Utica and who are students at risk. This may include students who are economically and/or academically disadvantaged.

- First preference will be given to students who attended the school the previous year and will be returning to the school. Returning students do not need to re-apply; and
- Second preference will be given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings will be granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list policy below.

Selection

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will have a certain number of entries in the lottery, based on the admission criteria preference described below. Siblings applying to the lottery where no sibling already attend the school, will share all entries; if their entry is selected the siblings will occupy the next available spots on the list in alphabetical order by first name. Entries will be selected at random until all currently available spots are filled. The remaining entries will be sorted in the same random manner to create the waiting list in each grade. This waiting list will be used to fill empty spaces as necessary.

Additional Preference

MVCCS will grant admission criteria preference for applicants who qualify for free and reduced price lunch, demonstrating economic disadvantage, who do not reside in Utica.

This admissions criteria preference for "students at-risk of academic failure" is defined as students whose families meet the following criteria for the academic or calendar year in which the lottery occurs: (1) qualify for the federal free or reduced price lunch program ("FRL"); (2) meet requirements for the supplemental nutrition assistance program ("SNAP"); (3) meet requirements for the temporary assistance for needy families ("TANF") program; or (4) family income is equal to or less than the income levels necessary to qualify for FRL, SNAP, or TANF based on the criteria designated in the FRL application which is updated yearly.

MVCCS will use this preference to divide the applicants into three groups:

- Group 1: Applicants who are at-risk but do not reside in Utica
- Group 2: Applicants who reside within the city of Utica but are not at-risk
- Group 3: Applicants who are not at-risk and do not reside in Utica.

The preference will be applied by conducting the lottery in this manner:

- we will select one applicant sequentially from each of the three groups until the vacant slots are filled
- any remaining applications will enter the waiting list.

To ensure lottery preferences are properly applied, both MVCCS reserves the right to request additional proof of eligibility for FRL, SNAP, or TANF, or additional proof of residency at any time. Accordingly, MVCCS may require students to submit an FRL application after the lottery in order to secure provisional enrollment in the school. MVCCS reserves the right to eliminate a student from the

lottery, rescind school admission, or remove the child from the waiting list upon proof that incorrect FRL, SNAP, TANF, household income, or residency documentation was submitted.

Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received, except applications submitted by siblings of currently enrolled students. These sibling applicants will continue to receive preference and will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students on the waiting list. In order to avoid such a situation, MVCCS will make a concerted effort to inform current parents of the need to submit sibling applications prior to the admissions deadline. Either the “at-risk” preference or the Utica residency may also grant priority for applications received after the deadline.

Application Deadline

In July 2007, New York State Education Law governing charter schools was amended to include a statewide deadline for lottery applications. The deadline for all lottery applications to MVCCS is April 1. All applications must be received on or before the close of business on April 1 to be included in the admissions lottery.

Application to Waiting List

Students will apply for admission to non-lottery grades at MVCCS by submitting a waiting list application, which is maintained in the school Business Office for each grade. Waiting lists will be rolled over from year to year and new applicants will be added to the list in order of application receipt, excepting new applicants (i) with siblings already attending the school, who will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students; or (ii) with “at-risk” preferences. This waiting list will be the only official source for identifying eligible applicants for admission to the school in case of vacancy.

Vacancy

Should a space become available in a class at MVCCS, the school will contact the parents or guardians of the next student on the waiting list. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student’s parents or guardians are unsuccessful, the school **will** remove that student from the waiting list and contact the next student on the waiting list.

Enrollment and Eligibility

All students who are accepted for enrollment or re-enrollment must complete all of the school’s enrollment forms, which may include an FRL application, by the date required by the school, in order to secure provisional enrollment. First and foremost, a parent must submit the lottery acceptance form, which may include an FRL application, as required to reserve a seat in the school. Thereafter, students **will be** required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school’s baseline assessments as required.

In addition to the requirements described above, a child is eligible for grades K-5 only if:

- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms timely and truthfully.

Voluntary Withdrawal

MVCCS is a public charter school of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from MVCCS at any time. Parents may withdraw students verbally or in writing. A student who begins attending another school without a formal withdrawal is subject to being automatically withdrawn from MVCCS. If the parents or guardians wish to transfer their child to another school, the staff at MVCCS will make reasonable efforts to help the student find a school that better serves the family’s desires. MVCCS will ensure the timely transfer of any necessary school records to the student’s new school in accordance with applicable law and regulations.

Limited and Temporary Withdrawal

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases, the student’s parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student’s estimated return date.

Intent to Return

The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents’ intent to return. If temporary withdrawal is granted, the school may re-admit the student to MVCCS.

No Child Left Behind Set Aside

While the school will adhere to the enrollment plan presented in its charter, it may create additional seats during the school year to admit No Child Left Behind transfer students ahead of any students on the waiting list. The number of No Child Left Behind students that may be admitted under this set aside policy will be no more than 10% of the school’s total enrollment, and may not increase the school’s total enrollment over what is allowed under the charter and the Charter Schools Act.

New York State Charter School Uniform Application Form
Section A: To be completed by Charter School

Applicable School Year:	2013-14
Name of Charter School:	Mohawk Valley Community Charter School
Contact Information for Charter School:	{INSERT ADDRESS, PHONE NUMBER, WEBSITE, EMAIL, ETC. OF CHARTER SCHOOL}
Application Deadline:	APRIL 1, 2013
Lottery Date and Location (if known):	{INSERT DATE, TIME, AND LOCATION OF THE ADMISSIONS LOTTERY, IF KNOWN}
Directions for Submission of Applications:	{INSERT DIRECTIONS}

Non-Discrimination Statement: *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

Section B: To be completed by Applicant

Note: *A separate application must be completed and submitted for each child applying for admission.*

Applicant Student Information:

1.* Name (First, Last):	
2.* Date of Birth (MM/DD/YYYY):	
3.* Gender (circle one):	Male / Female
4.* Home Address (street address, city, state, zip code):	
5.* School District (or New York City Community School District), if known:	
6.* Grade Applying for:	
7.* Does the applicant student have a sibling(s) who is currently enrolled in this charter school? (circle one). If yes, list at least one sibling's name, current grade and date of birth.	Yes / No

Parent/Guardian Information:

1.* Name (First, Last):	
2.* Relationship to Student:	
3. Home Address (street address, city, state, zip code):	
4. * Phone Number(s), if available:	
5. Email Address(es):	

Parent/Guardian Signature: _____ Date: _____

** The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional.*

Attachment 2: Samples of Community Outreach

MVCCS reaches out to the community in many ways:

WEBSITE: www.mvccs.com

The screenshot shows the homepage of the Mohawk Valley Community Charter School (MVCCS). The header is dark with the school's name in white. Below the header is a navigation menu with links for HOME, LEARN MORE, ENROLLMENT, SUPPORT, and MORE... The main content area features a large blue and white graphic of hands holding a globe, with the text: "A tuition-free public school of choice, committed to academic excellence. [Learn more...](#)". Below this is a section for "News & Upcoming Events" with a link to a WUTR report. Further down are sections for "MVCCS Mission" and "MVCCS Vision".

FACE BOOK: <http://www.facebook.com/MVCCharter>

The screenshot shows the Facebook page for Mohawk Valley Community Charter School. The page header includes the Facebook logo and a search bar. The main content area features a large blue and white graphic of hands holding a globe, with the text: "A tuition-free public school of choice, committed to academic excellence. [Learn more...](#)". Below this is a section for "News & Upcoming Events" with a link to a WUTR report. Further down are sections for "MVCCS Mission" and "MVCCS Vision".

BROCHURES

COMMUNITY CONVERSATION EVENTS

PERSONAL CONVERSATIONS

PRESENTATIONS

Attachment 2: Samples of Community Outreach

November, 2011

Dear Community Leader,

You are receiving this letter because we believe that you care about the children in the Mohawk Valley, and the education they need to succeed in our global society. As a community leader, your opinion about the state of education in the Mohawk Valley is important to us. What is working well? What can be improved? How **do** people learn best? How strong is our learning community? How can a charter school provide a new kind of learning environment to enhance opportunities for academic, social, and personal achievement for each student?

As you may be aware, a recent application to establish a charter school in Utica was withdrawn from consideration in September. Many of the members of our group were involved in that initiative, and choose to consider that action a detour, not a dead end. **We have reorganized as the Mohawk Valley Community Charter School initiative.** Our team members are building an even stronger, community-supported application. The opportunity to apply for a charter with the New York State Education Department will occur in January, and it is our intent to be ready for consideration. **Our goal is to work collaboratively, not competitively** in order to enhance resources, engage adults and children, and create win/win situations for everyone who is involved. In essence, we want to focus on the children, who are the “Faces of Learning”.

Please join us at the first in a series of Community Conversations:

Monday, November 28, 2011

SUNY-IT Library Conference Room

(Mele Room - Second Floor)

4:30-6:00 pm

We invite you to attend in person, and/or send someone from your organization to participate. For planning purposes, an RSVP email to mvccs2012@gmail.com will be appreciated. Questions or comments can be sent to the same address. We look forward to the conversation!

Educationally,

Mohawk Valley Community Charter School Founders' Group

Attachment 2: Samples of Community Outreach

Mr. Bruce Karam, Superintendent
Utica City School District
Conkling Administration Building
1115 Mohawk Street
Utica, NY 13501

February 1, 2012

Dear Mr. Karam,

The Mohawk Valley Charter School Initiative represents a group of individuals who have joined together around the common goal of educational choice. Our goal is to effect a positive change in the education of students in your district and outlining districts. It is our desire and intent to working collaboratively with you in doing what is best for children. The challenges facing education in your school system are difficult and we hope to assist. As you know, every student does not reach his or her potential in the same academic environment. We recognize the great job that Utica Schools aspire to do in meeting the educational needs of all students, including English Language Learners and Students with Disabilities. It is our intent to work collaboratively with you to improve student achievement and professional practice in our region.

One reason for our optimism is that a charter school can bring in monies that are not available to district school systems. We hope this will help in adding necessary resources to this area. It is not our intent to adversely affect the education in the Mohawk Valley but to enhance and assist in educating students to become successful. If our application to open a Charter School for grades K-5 is successful, we will become your partner in providing learning opportunities for children and families. We look forward to building a good working relationship with you to provide high quality educational opportunities in our region.

If you would like to learn more about the specifics of our Charter School Application, representatives of our group would welcome an opportunity to talk with you and/or your organization in person. Thank you in advance for your interest, and your consideration of our initiative.

Educationally,

Mrs. Ann Maher and Dr. Tanya Perkins-Mwantuali

Representing the Mohawk Valley Community Charter School Founders' Group

Attachment 2: Samples of Community Outreach



Ann Maher
MVCCS

I just wanted to take a moment and thank you for your enlightening presentation at our Greater Utica Sunrise Rotary Club on February 14th, 2012.

Many of our club members were very interested in the Charter School program and your presentation answered many questions.

Again, thank you for your time and presentation.

Sincerely,

Bruce Davis
Rotary President

Attachment 2: Samples of Community Outreach



February 23, 2012

To whom it may concern:

USC the Business College would like to indicate our support for the Mohawk Valley Community Charter School Initiative. This region will benefit from an alternative to the area public schools, as we recognize that some students need a different environment to excel or do well academically. I/we support the idea that a charter school can provide a new kind of learning environment to enhance opportunities for academic, social, and personal achievement for each student.

USC has been providing top quality Higher Education since 1896 with thousands of proud alumni. As an Associate Degree granting College, USC is committed to the communities that we serve in providing the best possible Business Education. The Charter School initiative would enhance quality education in the area and provide opportunities for students to flourish where they may not otherwise.

Please accept this letter in recognition and support of the Mohawk Valley Community Charter School Initiative.

Sincerely,

Scott K. Williams
Executive Vice President
USC the Business College

Attachment 2: Samples of Community Outreach

**Joanne M. Joseph PHD
Psychologist
2614 Genesee St.
Utica, New York 13502**

(

February, 20, 2012

To Whom It Concerns:

I would like to indicate my support for the Mohawk Valley Community Charter School Initiative. This region will benefit from an alternative to the area public schools, as we recognize that some students need a different environment to excel or do well academically. I support the idea that a charter school can provide a new kind of learning environment to enhance opportunities for academic, social, and personal achievement for each student.

I am a practicing Psychologist working with children with learning and behavior problems. Often these children require environments that can be more flexible and attentive to their psychosocial needs. I have reviewed the documents and plans for the proposed Charter School initiative and feel that it can provide an enriched psychosocial and learning environment.

Please accept this letter in recognition and support of the Mohawk Valley Community Charter School Initiative.

Sincerely,

Joanne M. Joseph PHD

Psychologist

Attachment 2: Samples of Community Outreach



"Helping People Changing Lives
Ending Poverty"

February 22, 2012

☐ **MAIN OFFICE**
9882 River Road
Utica, New York 13502

PHONE: 315.624.9930
FAX: 315.624.9931

☐ **ROME OFFICE**
1721 Black River Boulevard
Rome, New York 13440

PHONE: 315.339.2649
FAX: 315.336.0749

☐ **CORNERSTONE CENTER**
1100 Miller Street
Utica, New York 13501

PHONE: 315.733.4873
FAX: 315.733.8928

☐ **HERKIMER OFFICE**
401 E. German Street
Herkimer, New York 13350

PHONE: 315.866.0030
FAX: 315.866.2523

www.mvcaa.com

EXECUTIVE DIRECTOR
Amy Turner, C.C.A.P.

BOARD OF DIRECTORS, CHAIRPERSON
Darlene Mack-Brown

Mohawk Valley Community Charter School
PO Box 1691
Utica, New York 13503

Dear Founders Group,

The Mohawk Valley Community Action Agency is pleased to support your application for a Charter School in Utica, New York.

Established in 1966, Mohawk Valley Community Action Agency, Inc. **has an annual operating budget of over \$18 million, employs over 300 full-time staff, operates 24 sites throughout Oneida and Herkimer Counties, and offers numerous programs and services to residents in the two-County area.** MVCAA serves approximately ten thousand households annually with an array of services through three components: Housing, Family Resources and Child Development.

Over the past 45 plus years, Mohawk Valley Community Action Agency, Inc. has been an advocate for families in times of crisis and works hard to help its families develop their own resources in order to break away from the cycle of poverty. Over 63% of the families MVCAA serves are the working poor. MVCAA provides intervention for their unmet needs and a path towards independence.

With our Head Start program in the City of Utica, we provide comprehensive services including transition to Kindergarten to over four hundred families. **We can support the Charter School by educating families about the choices, inviting representatives from your school to speak with parent groups and by offering services to families enrolled at your school.**

If you should need additional information or have any questions about the agency, please don't hesitate to contact me at (315) 624-9930 or by e-mail at aturner@mvcaa.com.

Sincerely,

A handwritten signature in cursive script that reads "Amy Turner".

Amy Turner, Executive Director

Group resurrects plan for charter school in Utica

[Observer-Dispatch](#)

Posted Dec 09, 2011 @ 06:41 PM

Could Utica possibly have two charter schools?

One, maybe both, of the two sides of the proposed Mohawk Valley Charter School for Excellence that split in September plans on filing a letter of intent with the state Education Department next month. On Friday, the newly organized Mohawk Valley Community Charter School sent out a news release indicating it planned to submit its letter of intent.

“We’re taking all the good ideas that were in the application submitted and carrying those forward,” said Ann Maher, a member of the new group.

In September, the lead applicant of Mohawk Valley Charter School for Excellence, Dr. Andrew Lopez-Williams, used his power as lead applicant to pull the application after an argument over control of the proposed school with the school’s proposed board. At that time, he also pledged to resubmit an application in January. Now, he’s less sure, but he’s keeping the possibility open.

“I don’t think any less that there’s a need for this,” Lopez-Williams said. “I’ve got a great life and a great practice. I’m just not sure I want to put myself in the crosshairs again.”

Maher said the members of her group still want a charter school.

“We respect all of Dr. Lopez’ ideas and that he got the whole thing started. We’re just disappointed he withdrew the application,” Maher said.

Between 15 and 20 people are behind the new school’s application. Maher said the group will keep the idea of each student having an individualized educational plan that puts emphasis on the students’ strengths. One difference, she said, is that the school would focus more on global history because so many students in Utica are refugees.

“Promoting not only American education but linking all the roots where they come from,” Maher said.

While Lopez-Williams wished the new school success, he cautioned that he would defend his “intellectual property” in the original application and complain to the Education Department if they were repeated.

Attachment 2: Samples of Community Outreach

“That application was written by a group of people, but those were my ideas and my professional work,” he said. “I would hope that they would have enough wherewithal to create a novel application. Certainly, I hope they succeed, but not with my ideas.”

Maier said in the coming weeks the organization would solidify its ideas and what it plans on putting in the application.

She said the charter application will have co-applicants so no one person can derail the school.

“We hope to build a stronger checks and balances in, so what happened with the first application” doesn’t happen again, Maier said.

The new group hopes to have a better relationship with the Utica City School District, which opposes charter schools because of how they’re funded.

“We want this to be a collaborative measure,” Maier said. “We want to minimize perceived competition with the Utica City School District.

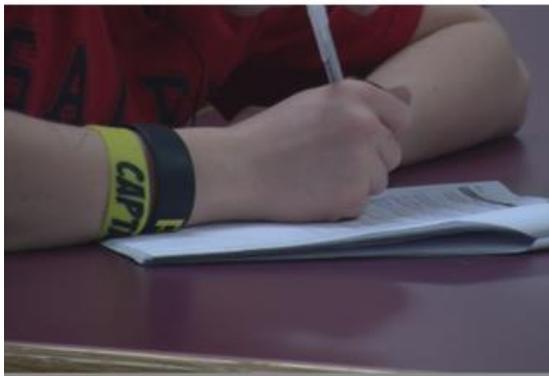
“There must be a reason why there are successful charter schools in every other urban area of New York state of any size. Utica is the last one left that doesn’t have any charter schools.”

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Could a Charter School be Coming to the Mohawk Valley?

By: Elsa Gillis WUTR Television News Coverage on Monday, February 20, 2012

Updated: February 20, 2012



A new type of school may soon be holding classes in Utica. Others have tried to bring a charter school to Utica, and failed. But a new group says they have the plan to make it possible. It's a type of schooling that developed about 20 years ago, and now exists in every urban area across the state, except for Utica.

Now, the Mohawk Valley Community Charter School Initiative says it's time to bring what it feels is innovative schooling to this area, keeping the best practices of public school education and applying them to a small creative setting.

The MVCCS is just about to submit a written application to the state asking for a charter to start the school. The school initiative held a community conversation today to educate anyone interested in the charter school.

"This is about teaching kids to take responsibility for their own life from very early on," says Ann Maher, a co-lead applicant for the school, and a public school educator for over thirty years, says one of the more unique aspects of the school is its individualized approach to learning.

Attachment 2: Samples of Community Outreach

"We want very specifically to address all aspect of a child's life: academic, social, emotional, physical, and behavioral," she says.

The schools typically have longer school days, and a longer school year. The idea is that the school works closely with not just the student, but the family as well. And, Maher says they're looking to incorporate technology into all facets of the school day.

Maher says they'll find out in June if the application is accepted, and the school year would officially start in August of 2013. Maher also says they're looking to form a cooperative relationship with the Utica City School District, not a competitive one. A charter school is considered a public school governed by a not-for-profit board of trustees. It's not a school students need to pay for, and is open to anyone to apply, although Maher says many of the successful charter schools do develop a wait list.

Sample Kindergarten Daily Schedule

Time	Student Day	Teacher Day	Student Day	Teacher Day
	Monday-Thursday		Friday	Friday
7:45-8:15	Breakfast/Kinesthetics: Kids in Café and Gym		Breakfast/Kinesthetics: Kids in Café and Gym	
8:15	Kids enter classroom	Tchr Day Starts	Kids enter classroom	Tchr Day Starts
8:30-8:50	“Morning Meeting”		“Morning Meeting”	
8:50-10:20	Literacy Centers and Guided Reading		Literacy Centers and Guided Reading	
10:20-10:30	Snack/Bathroom/Kinesthetics		Snack/Bathroom/Kinesthetics	
10:40-11:10	Special Class (Technology/Media Center/Music/Art)	Common Planning Time for Teachers	Science/Social Studies/Projects	
11:15-11:45	PE		PE	
11:45-12:00	Bathroom Routine/Transition		Bathroom Routine/Transition	
12:00-12:30	Lunch/Free play in gym		Lunch/Free play in gym	
12:30-1:00	Rest Time/Rest Journals		Rest Time/Rest Journals	
1:00-2:00	Math		1:00-1:45 Math	(Instructional Support Meetings, Staff Development)
2:00-2:10	Bathroom Routine/Transition		2:00-TBD School-Wide/Grade Level Reinforcement Activities	
2:15-3:00	Enrichment/Remediation Period 1			
3:00-3:15	Snack/Bathroom/Kinesthetics			
3:15-4:00	Enrichment/Remediation Period 2			
4:00 - 4:30	Prepare to Leave/Read-Aloud			
4:30	Dismissal		Dismissal Time TBD	

Sample Intermediate Class Schedule (Grade 5)

Time	Student Day	Teacher Day	Student Day	Teacher Day
	Monday-Thursday		Friday	Friday
7:45-8:15	Breakfast /Kinesthetics: Students in Café and Gym		Breakfast/ Kinesthetics: Kids in Café and Gym	
8:15-8:50	Community Meeting		Community Meeting	
8:50 – 10:00	Math		Math	
10:00 - 10:10	Snack/Bathroom/ Kinesthetics		Snack/Bathroom /Kinesthetics	
10:10 - 11:30	Literacy Instruction and Guided Practice		Literacy Instruction and Guided Practice	
11:30 - 12:15	Special Class (Technology/Media Center/Music/Art)	Common Planning Time for Teachers	Content Class Rotation	
12:20 -1:05	PE or Project Lab		PE or Special	
1:05-1:45	Lunch		Lunch	
1:45-2:15	Enrichment/Remediation Period 1		Content Class Rotation	
2:15-3:00	Content Class 2		1:00-1:45 Math	(Instructional Support Meetings, Staff Development)
3:00-3:15	Enrichment/Remediation Period 2		2:00-TBD School-Wide/Grade Level Reinforcement Activities	
3:15-4:00	Content Class 3			
4:00 - 4:30	Student Advisory			
4:30	Dismissal		Dismissal Time TBD	

**Attachment 3b: MOHAWK VALLEY COMMUNITY CHARTER SCHOOL
PROPOSED CALENDAR 2013-2014**

AUGUST 2013				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2013				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2013				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2013				
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2013				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2014				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2014				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2014				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2014				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JULY 2014				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Instructional Days Per Month		
	Student	Staff
August	2	20
September	20	
October	21.5	.5
November	16	
December	16	.5
January	20.5	.5
February	15	
March	21	
April	19	1
May	21	
June	20	.5
Total Instructional Days	192	
Professional Development		23

Key	
	No School for Students & Staff
	No Students—Staff In-Service
	Student Half-Day—Staff In-Service
	Final Day for the 2012-13 school year

Marking Periods		
	DATES	# DAYS
Quarter 1	Aug. 29-Nov. 8	49
Quarter 2	Nov. 11-Jan. 31	49
Quarter 3	Feb. 3-April 11	45
Quarter 4	April 14-June 27	48

Attachment 4: Student Discipline Policies

MVCCS Student Behavior and Discipline

CODE OF CONDUCT

The Code of Conduct sets forth the expectations of our school for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. As a school body, we are committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The Mohawk Valley Community Charter School has high expectations for its students. We believe in recognizing and encouraging students to live up to the high standards set by the school's mission and key design elements. Our students must show personal responsibility and good citizenship in all that they do. We believe strongly in the power of positive reinforcement. Students who are making progress both academically and behaviorally will be recognized and supported for their work. Student leadership, citizenship, and community service may be part of each student's Individual Achievement Plan (IAP).

EXPECTATIONS FOR STUDENT SUCCESS

A Positive Learning Environment

We expect our students to conduct themselves properly in a responsible manner at all times. That means we expect every child to:

1. Attend all classes, regularly and on time.
2. Be prepared for each class with appropriate materials and assignments.
3. Be dressed in accord with the dress code currently in effect.
4. Show respect.
5. Behave in a responsible manner.

Bullying or harassment of any kind will not be tolerated. Behaviors considered to be bullying may include but are not limited to verbal, physical, or electronic incidents of harassment or intimidation.

Basic Student Responsibilities

1. To accept responsibility and consequences for their actions.
2. To use self-control in all situations.
3. To develop habits of honesty, courtesy and kindness.
4. To cooperate with and show respect to **ALL** adults and classmates.
5. To develop a positive attitude towards excellence in all that they do.

Student School Responsibilities

1. To be prepared for learning.
2. To be respectful to **ALL** adults and classmates.

Possible Consequences

1. "Time away" from activity/ies or event/s.
2. Loss of privileges

Attachment 4: Student Discipline Policies

3. Time in STOP Room (Student has the opportunity to “Spend Time On Problem”, re-evaluate inappropriate behavior, and have time away from the classroom environment in order to refocus and attend to learning).
4. Meeting with staff members
5. Meeting with parents
6. In-school suspension
7. Out of school suspension.

BEHAVIOR and STUDENT RESPONSIBILITIES

Research has shown that **self-control** is a key factor to success. The development of self-control begins in the family unit. Parents are a child’s first teachers. Parents who have established clear and consistent expectations for behavior help prepare their children to adjust to a formal educational setting. It is important to the success of all children that parents remain involved and support the school in maintaining proper discipline.

Positive Behavior and Intervention Support

MVCCS will follow a Positive Behavior and Intervention Support (PBIS) program developed to support high student performance. Some key factors are:

1. An approach to discipline that is proactive and outcome based.
2. Adapted throughout the whole school.
3. Establishes and reinforces clear, behavioral expectations.
4. An emphasis on continuous data-based improvement; all decisions based on supporting data.

Each classroom will have rules and consequences specific to the room, yet consistent with the school-wide rules, created with student input and discussion. It is the responsibility of the students to know and follow these expectations Classroom practices that lead to excellent behavior and discipline include these:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students’ independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents’ insights and helping them understand the school’s teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies

Attachment 4: Student Discipline Policies

to resolve problems with students.

Our school staff members will provide a strong school culture, a great deal of structure, and consistently outline and reinforce expectations. It is our goal to be consistent in our expectations and responses to student behavior by working as a team together with the parents or guardians as much as possible.

Our discipline system will be premised on clear expectations, positive reinforcement, no excuses, and taking responsibility for choices and behavior. In the classroom, teachers use a variety of subtle cues and low-level interventions (e.g., eye contact, body language, and whispered cues) to correct poor behavior. However, students who exhibit poor behavior will face corrective measures. If the low level interventions described previously do not work, any of the following steps may be taken:

- **Time Away:** This is initiated by many teachers when a student’s behavior is disruptive, and low-level attempts to get the student back on track have not been successful. The student goes to a designated area of the classroom and sits quietly. The student returns to the group only when the student has regained self-control and the supervising adult is satisfied that the student is ready.
- **Consultation/Redirection:** Students may be asked to leave the classroom after an unsuccessful Time Away or after a serious violation of the school behavior code. A student is escorted to an alternate location where a school staff member conferences with the student. A phone call to the parent/guardian may be made which may result in a request for a family meeting. The student is allowed to return to class after there has been a resolution to the situation. In most cases, a student who is sent out of class will receive a serious consequence, will be expected to make up missed work, and may need to compensate in some other way for the problem they have caused. As part of the Positive Behavior Intervention Support plan, a student may ask to be removed from the classroom because events may have occurred at home that necessitates his/her having time to calm down and regain self-control. No consequences will be given to these students that request a visit to the “STOP” Room. Only inappropriate behaviors will be addressed.
- **Alternate Location for Learning:** There are times when a student needs to be in a supervised, quiet setting for a period of time to allow for personal reflection, self-control, and focused learning. MVCCS staff will provide such an alternate location when needed. This designated location, called the “STOP” room, will provide staff and students the opportunity to reframe behavior and return to learning. The acronym STOP stands for “Spend Time On Problem”.

Parent/Guardian Phone Call and/or Conference

MVCCS wants parents to be included in the problem-solving process to correct poor behavior. As part of the school’s personal responsibility expectations, a supervised conference call to parents, made by a student experiencing a behavioral challenge, may be part of a problem resolution plan. At other times, a member of the staff will call parents/guardians in response to significant or persistent violations of the school behavior expectations. Parent conferences may

Attachment 4: Student Discipline Policies

be held by phone, in person, or through electronic means. This commitment to communication is important as we maintain our partnership to best serve the child.

Community Service / Reflection Activities

When a student is so disruptive that he or she needs to be removed from the classroom, the School Leadership Team may require the student to complete a writing assignment, perform some sort of community service (e.g. clean the school), or assign the student another task that forces him/her to reflect and compensate for the problem he/she has caused. The goal of these consequences is to help the student to realize the value of his/her education and to help the student to practice appropriate behavior.

Suspension

For severe or repeated violations of the MVCCS Code of Conduct, students may be assigned to in-school or out-of-school suspension. In-school suspension means that the student is not allowed to participate in any part of the school day. The student will spend the school day in a supervised setting with appropriate work to complete.

If a student is assigned to out-of-school suspension, that student may not come to school for the period of the suspension.

At MVCCS, students are taught strategies to avoid fighting. Fighting demonstrates disrespect for self, for peers, and for the values of the school community. In the event of student fighting, the student will receive at least one day of out-of-school suspension. In addition, any student who hits or pushes another student, regardless of who started the conflict, will be suspended. We encourage students to consult an adult whenever another student hits or pushes them.

In addition, a student may be suspended for one or more days if it is determined that he/she committed any of the following offenses:

- Refusal to obey a member of the school staff
- Disruptive behavior in the classroom or other school activity
- Cursing at a member of the school staff
- Destruction or theft of school property or the personal property of others
- Threatening, intimidating, or blackmailing school staff or other children
- Use of obscene or profane language or gestures with a member of the school staff
- Unauthorized leaving of classroom, building, or school grounds
- Sexually harassing or use of sexual words, gestures, touching, or other actions
- Bomb threats
- Possession or use of fireworks or other explosive material or lighting any flammable material in school
- Forgery
- Gambling
- Pulling or attempting to pull a fire alarm
- Unauthorized possession and/or use of electronic devices
- Violation of any local, state, or federal laws

Attachment 4: Student Discipline Policies

- Any other violation of school rules or regulations that make the presence of the student in school seriously disruptive

In the event of a suspension, parents/guardians will be notified in writing of the reason. Repeated offenses are of serious concern and will result in longer periods of suspension. Serious offenses could involve law enforcement intervention.

When a student is suspended, he/she may only return to school with a parent/guardian. The students and his/her parent/guardian will have a personal conversation with a staff member on the day the student is scheduled to return. In most cases, the student will be required to explain his/her plan for correcting the situation causing the suspension, and to apologize to others who were victims of his/her actions.

Expulsion

In case of severe or repeated violations, the Executive Director may recommend that a student be expelled. The Board of Mohawk Valley Community Charter School has the right to expel any pupil who has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of MVCCS. Expulsion only takes place after a hearing of a designated panel of the Board of Trustees.

Under federal law, if a student is found in possession of a dangerous weapon on school property, on the school bus, or at a school-sponsored function, the student will be recommended for expulsion. If a student is found in possession of drugs or alcohol on school property, on the school bus, or at a school-sponsored function, the student will be recommended for expulsion.

If a student physically assaults a staff member, the Executive Director may recommend the student for expulsion.

Students may be referred to the police for any offense that violates local, state, or federal law.

Sexual Harassment

Sexual Harassment is not only wrong, it is illegal. Sexual harassment is defined by New York State Law as “any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature.

Examples of sexual harassment include:

- Unwelcome sexual advances
- Suggestive or lewd comments or gestures
- Unwanted hugs, touches, kisses
- Retaliation for complaining about sexual harassment
- Derogatory [or negative] or pornographic posters, cartoons, or drawings.

MVCCS is the work environment of its teachers and students. Every member of the MVCCS community is entitled to feel safe both physically and emotionally while involved in school activities (i.e. during the school day, and during after-school and weekend events). MVCCS will

Attachment 4: Student Discipline Policies

do its best to uphold New York State Law by addressing all reported instances of sexual harassment.

STUDENTS WITH DISABILITIES

The procedures relating to the discipline of students with disabilities require school personnel with authority to suspend or remove students to work closely with Committees on Special Education, establishing clear guidelines for communication and decision making on disciplinary matters. Mohawk Valley Community Charter School shall implement the following disciplinary policy procedures with respect students with disabilities.

If a student violates the charter school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Executive Director and appropriate staff to discuss the incident. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Executive Director or designated officer. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program prepared by the students' CSE of their district of residence. The Executive Director shall make final determination on a suspension or removal of a student, following due process.

In addition to the above, there are additional procedures and protections that apply to students with disabilities including:

- The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year, this includes a teacher going to the student's home or the student coming to the school during or after the scheduled school day to receive the required instruction according to the IEP;
- The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- Providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement which is a removal for more than 10 consecutive school days;

Attachment 4: Student Discipline Policies

- An expedited process to resolve disagreements between parents and schools regarding certain disciplinary actions; protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability;
- Expedited evaluations of students suspected of having a disability during the time the student is suspended.

The charter school has the authority to suspend or remove students with a disability to interim alternative educational settings for up to 45 days for offenses relating to illegal drugs, controlled substances, weapons, or where the student represents a safety concern. In instances when the school maintains that it is dangerous for a student to remain in his current educational placement, the school can request an expedited due process hearing to move the student to an interim setting. The school can remove a student with a disability from his or her current placement when necessary, even though the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

The charter school will work closely with the committee on special education to establish clear guidelines for communication and decision-making on disciplinary matters.

Colleen Cavallo School Trustee Background Information
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Name: Colleen Cavallo

Charter School Name: Mohawk Valley Community Charter School

Charter School Address: P. O. Box 1691, Utica NY 13503

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

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

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

Background

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

I was contacted directly by B. Ann Maher, one of the Lead Applicants.

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

I have long had an interest in efforts that will improve school environments and increase educational options for students in the Utica area. I am the mother of five children, ages 19 to 35. Three of them graduated from public schools and two opted for a Catholic high school which came closer to meeting their individual needs and interests.

From 1981 through 2010 (when our youngest graduated), I was continuously active in Parent-Teacher organizations, fundraising groups and other activities to support positive, healthy school environments.

For several years, I served on a Shared Decision-Making Team – having been recruited by the principal when Proctor High School was under “Registration Review.”

One of my sons spent three years as a high school math teacher in the South Bronx, and together we learned about the advantages and successes being reported by charter schools in New York City.

Separate from our own family, I have spent my professional life working with parents and children in one way or another. I am strongly committed to an educational approach that responds to the individual needs of each student across the spectrum of intellectual, physical, social, emotional and creative pursuits.

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

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

This does not apply to me. Yes.

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

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

8. Please indicate if you currently have any criminal charge(s) pending against

you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

I am employed by the Family Nurturing Center of Central New York, a non-profit parenting education agency that is written into the application as a service provider for families enrolled in MVCCS.

My husband, Dr. Roger Cavallo, is a Professor at SUNY Institute of Technology. One of his colleagues, Dr. Joanne Joseph, is also in communication as a potential (private) service provider for MVCCS.

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

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

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

13. If the charter school is partnered with an educational service provider,

please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

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

Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

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

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

None Yes

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

I would immediately send a letter expressing my concerns to every board member, indicating my intent to raise the matter at the next board meeting; and, if necessary, request a special session to determine all the facts and decide on a course of action.

Educational Philosophy

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

I understand that the MVCCS mission is for the students to become well-rounded, successful, global citizens prepared for higher education and the work force, empowered to effect positive change in the world.

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

I understand that MVCCS will accomplish its goals through an academically rigorous curriculum that prepares students to think critically, problem-solve effectively and live responsibly.

Further, the school's global academic curriculum will utilize: a multi-faceted, inquiry based approach; direct teacher instruction; project-based learning; NYS Common Core Standards; certified and highly-qualified teachers; multi-cultural learning; a longer school day and longer school year; an individualized approach to learning; a positive, supportive environment; parent and community involvement; and school-wide accountability via data-driven decision-making and demonstrated student achievement.

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

I believe that the MVCCS will ensure success by contracting and retaining highly committed and qualified individuals to serve as teachers, administrators and trustees. All of these individuals must be cooperative, responsible agents and advocates, insistent upon total commitment to the school's mission and fidelity to every design element.

Other

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

Toward making my decision to accept this position, I consulted a document by the NYS School Boards Association (nyssba.org). From this, I understand that a NYS school board member's responsibilities include: (1) setting the school's direction by drawing upon the community; describing a shared vision; and establishing goals, standards and strategy; (2) ensuring alignment of strategy, resources, policies, programs and processes with school goals; (3) assessing and accounting for progress, using data, deliberation and open communication; (4) continuously improving the school by accentuating and reinforcing the positive and correcting the negative.

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

I so affirm.

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

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

STATEMENT OF ASSURANCE

I, Colleen Cavallo (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Colleen Cavallo

February 20, 2012

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]

COLLEEN DONOVAN CAVALLO

Home Address:		Telephone:	
		Email:	
Education:	1970-1979	State University of New York - Binghamton NY. Part-time English major while employed on campus.	
	1987-1988	State University of New York - Empire State College - Utica NY. Received Bachelor of Science in Human Services. Concentration in Childbirth and Parenting Education.	
	1989-1992	State University of New York - Cortland NY. Completed 30 credits toward Masters in Health Education. Concentration in Adult Education.	
Employment:	1970-1980	State University of New York - Binghamton NY. Administrative Assistant to Dean, School of Advanced Technology.	
	1980-1983	Hemisphere Publishing Company - Washington DC. Editorial Assistant.	
	1981-present	Certified Childbirth Educator and Birth Assistant (self-employed).	
	1984-1985	Faxton Hospital - Psychological Services - Utica NY. Office Manager.	
	1988-1990	March of Dimes (non-profit) - Utica NY. Community Outreach Director.	
	1990-1992	Mentor Moms Program - United Cerebral Palsy (non-profit) - Utica NY. Coordinator, Senior Case Manager, Grant Writer.	
	1993-present	Family Nurturing Center of Central New York (non-profit) - Utica NY. Program Planner, Grant Writer, Teen Services Coordinator. Trained in implementation of the Nurturing Parenting Program®. Trained in implementation of the Healthy Families America Program®. Successful in acquiring government and foundation grants ranging up to \$300,000 (per grant, per year) for parenting education and support services.	
Volunteer Positions:	1981-2010	Shared Decision-Making Teams; Parent-Teacher Organizations and Fundraising Committees at two private schools and four public schools (K-12) attended by my five children.	
	1985-1990	Midwifery Task Force of New York State (non-profit; consumer education and public support of professional midwives). Vice President.	
	1988-present	Mohawk Valley Breastfeeding Network (non-profit). Founding Member and Continuing Education Coordinator.	
	1993-present	Mohawk Valley Perinatal Network (non-profit; formerly named Healthy Mothers-Healthy Babies Coalition). Board of Directors Member; Agency Fund Development and Personnel Policies Committees.	

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Gustave J. DeTraglia III

Charter School Name: Mohawk Valley Community Charter School

Charter School Address: 1214 Lincoln Avenue, Utica, NY 13502

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

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

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

Background

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

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

A member of the founding team with whom I had previously worked on a totally unrelated project contacted me and asked if I would be interested in helping to found the school and serve as a member of the Board of Trustees for the school.

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

I wish to serve on the Board of Trustees for the Mohawk Valley Community Charter School because I think that as a professional who lives and works in the Mohawk Valley, it is important for me to give back to the community. This school is an organization that I deem to be extremely worthy of my time and energy. As a practicing attorney who is heavily involved in the Family Court system representing both parents and children, I am constantly aware of children for whom traditional methods of education simply are not the answer. This school will provide an alternative to traditional methods of education, and is just what is needed for many children in our area. I view a Charter School as an asset to not only those who will be educated within its walls, but also to everyone around it. This includes the families of the students, the neighborhood, the community and the common good.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that

would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

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

The first and best way to handle a situation such as this would be to consult the bylaws of the school for guidance. If there were a procedure in place to handle the specific situation that is before me, I would be bound by the bylaws to follow that procedure. If no procedure were in place, then an executive session at a board meeting would be necessary to address my concerns. If the particular situation was one that seemed like it was likely to occur again at some point in the future, I would ask my fellow board members to consider amending the bylaws if necessary. The bottom line is that every board member must have the interests of the students at the forefront, and it would be important to ensure that if a board member has placed some other interest ahead of the interests of the student that they should no longer be involved with the board.

Educational Philosophy

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

The Mohawk Valley Community Charter School's mission is to educate children to become good world citizens who are well-educated, effective leaders in whatever they do in life. A student who is educated in this school will have all of the tools necessary to use her or his innate talents and personality to their maximum potential.

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

The educational program of the Mohawk Valley Community Charter School is known as an Individual Achievement Plan (hereinafter "IAP"). Each student is given the opportunity to achieve goals. In a traditional school setting, benchmarks are reached the student is passed on to the next grade. At MVCCS, once a goal is reached, the student will not rest on her or his laurels, but rather continue progressing towards their next goal.

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

I believe that a successful charter school needs to be adaptive to the needs of those whom are served by it. While sound fiscal oversight will always be important, I believe that it will be of the utmost importance in the very beginning when the “brick and mortar” tasks are being handled. Additionally, a successful charter school will need to fulfill all aspects of its mission and vision. The school would fail if it did not deliver on the promises that it made to the students and parents, the promises that brought them into the fold to begin with. Lastly, a well-run institution is similar to a child, advancing with time and practice. Accentuate the positives, continue to do what works, stop doing what doesn’t and learn from your mistakes.

Other

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

A Chart School board member is responsible for providing oversight into the operations of the school. This oversight is not in the day-to-day operations of the school, but rather it is to ensure that those who are responsible for the day-to-day operations are performing their tasks appropriately. It is our responsibility to the students to educate them in the best manner possible. It is also our responsibility to the taxpayers to ensure that their dollars are not being spent inappropriately or ineffectively.

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

I hereby swear and affirm that I have read and understand the charter school application, Charter School Board’s by-laws and all proposed procedures.

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

One of the issues that is so prominent in the Utica area is that a great many of the students come from homes in which English is not the primary language. My understanding is that there is over 26 different languages spoken at Thomas R. Proctor High School. Couple that with the vast number of economically disadvantaged families, and it can make the early educational years extremely difficult for many children in our community. This school will be equipped to ensure that these students are not discouraged in school due to the fact that they cannot understand the language. Many of those from outside the Utica area have little or no awareness of this situation. Our school is founded by and under the leadership of a group of dedicated people with intimate local knowledge. It takes a village to educate a child. We know that our area is so very unique, and that the obstacles and barriers that would be faced by our students and our school can be overcome by the efforts of those of us who are invested in the overall success and well being of the local community.

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

STATEMENT OF ASSURANCE

I, Gustave J. DeTraglia III (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

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]

Gustave J. DeTraglia III

Objective

To serve as a member of the Board of Trustees of the Mohawk Valley Community Charter School.

Experience

June, 2002-current Law Offices of Gustave J. DeTraglia Jr., Esq. Utica, NY

Associate

- Provide representation to clients in a broad range of legal areas
- Research legal issues and prepare pleadings, briefs and memorandums
- Assist in law firm management on both a substantive and administrative level

January-May, 2002 Wattstein and Wattstein, P.C. Bristol, CT

Law Student Clerk

- Interviewed clients and developed responses to discovery demands in personal injury litigation
- Negotiated calendar deadlines with opposing counsel and the Connecticut State Judiciary
- Assisted senior attorneys with investigations and other matters related to litigation

Summer 1998, 1999 F.X. Matt Brewing Co. Utica, NY

Tour Guide/Trolley Driver

- Gave tours of an industrial brewing and bottling facility
- Helped manage a tour center and tavern, including inventory, retail sales, and event planning
- Drove a trolley/bus to transport tours; possess a CDL Class C license with passenger endorsement

Summers 1995-1997 Town of New Hartford Parks Dept. New Hartford, NY

Laborer

- Carried out park maintenance functions including grounds keeping, janitorial, and security
- Operated heavy equipment and performed some excavation and construction duties
- Assisted with civic events throughout the Town of New Hartford

Education

2000-2002

Quinnipiac University School of Law

Hamden, CT

Juris Doctorate

- Chaired committee responsible for redrafting the student government Constitution
-

1995-1999

Hobart College

Geneva, NY

B.A.-Political Science

References

References are available on request.

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

STATEMENT OF ASSURANCE

I, Gustave J. DeTraglia III (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Gustave J. DeTraglia III
Signature

2/18/2012
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]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: **Elisabeth W. LaPorte**

Charter School Name: **Mohawk Valley Community Charter School**

Charter School Address: **1214 Lincoln Avenue, Utica NY 13502**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Board Trustee: Background Expertise-English As A Second Language, Limited English Proficient /English Language Learners**

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

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

Background

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

I have been closely following the progress of various efforts to organize a charter school in our area. When I heard details of the Mohawk Valley Community Charter School and realized that the goal for the student population was to enroll students from all the diverse cultures living in our area I realized it was a project in which I wanted to be involved.

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

The effort to reach everyone in our community greatly appealed to me and, with a background in English as a Second Language and second language acquisition, I was very interested to be involved. I believe the families in our area need more educational choices and the organizational concepts and educational strategies and approaches align with current research and best practices in education.

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

I recently retired from position as Director of English as a Second Language in the Utica City School District, a position I held for 20 years as the LEP/ELL population in Utica grew from 100 to 1400. I feel my contribution to the board would be valuable since the Mohawk Valley Community Charter School will be multicultural and multilingual.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

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

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

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.

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

None Yes

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

In this situation, I believe the Board president should be notified and call an executive session to discuss the known facts. If proven to be correct, the board member should resign immediately.

Educational Philosophy

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

I believe the mission of the charter school should be to enable every student to reach his or her full potential both academically and as a person. Students should be fully engaged in an educational environment which respects them as learners and gives them the tools and strategies to take responsibility for their learning.

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

In the Mohawk Valley Community Charter School, students will have a learning plan which will be developed to address specific educational goals as determined by individual assessments. The learning plan will take into account cognitive development, personality and learning style. Teachers will tailor lessons to assure full access for every student.

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

A successful charter school must be a welcoming institute with a unique educational program focusing on each student's academic success and personal growth. A positive role in the community and fiscal responsibility are also important aspects of a successful charter school.

Other

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

The role of a charter school board member is to be responsible to publicly articulate and support the vision and mission of the school. The board must also be able to provide guidance and leadership to the school's leaders and staff and to set policy when appropriate.

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

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

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

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

STATEMENT OF ASSURANCE

I, Elisabeth W. LaPorte (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature	Date
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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: N/A (retired)

Business Address: N/A (retired)

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

ELISABETH W. LAPORTE



PROFESSIONAL EXPERIENCE:

3/92-12/11 Director of ESL, Utica City School District, Utica, NY
9/85-6/90 Districtwide ESL Facilitator, Utica City School District, Utica NY
3/80-6/85 ESL Teacher, Utica City School District
8/79-2/80 Pre-school Teacher, Seton Day Care Center, Troy, NY
9/78-6/79 ESL & 6th Gr. Teacher Holy Martyr's Elementary School, Encino, CA
9/77-8/78 Legal Assistant, Troy City Hall, Troy, NY
9/72-6/77 Teacher, Gr. 5 & 6, Our Lady of Lourdes School, Buffalo, NY

EDUCATION

SUNY Cortland-CAS in Educational Administration, Jan. 1993
SUNY Buffalo—M.S. in Education, June 1976
SUNY Buffalo—B.S. in Elementary Education, August 1971

CERTIFICATION

New York State—School District Administrator (SDA)
New York State—Elementary Education, N-6,
New York State—Spanish, 7-12
New York State—English as a Second or Other Language (ESOL) K-12

PROFESSIONAL AFFILIATIONS

Phi Delta Delta Kappa
ASCD
NYS Teachers of English to Speakers of Other Languages (NYSTESOL)

REFERENCES

Available upon request.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Tanya M. Perkins-Mwantuali, MD

Charter School Name: Mohawk Valley Community Charter School

Charter School Address: _____

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

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

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

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

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. Explanation Attached.
19. Please explain your understanding of the educational program of the charter school. Explanation Attached.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Explanation Attached

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Explanation attached.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Affirmation attached.
23. Please provide any other information that you feel is pertinent to the Department's review..

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

STATEMENT OF ASSURANCE

I, Tanya M. Perkins-Mwantuali, MD (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

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]

Question#4:

I was a prospective board member for the Mohawk Valley Charter School for Excellence application. This application was not successful. But, many of us who were involved were resolute in our belief in the need for a charter school in the Utica, New York area. Championed by Ann Maher, also involved in the MVCSE application, The Mohawk Valley Community Charter School Founding Initiative was born.

Question #5

I wish to serve on the board because I believe in the need for choice in public education. As explained in the answer to Question #4, I have worked to bring a charter school to Utica, New York. Though this first effort was not successful, my commitment has not been swayed. Because I was a proposed board member for the previous application, I have already learned about and continue to learn about the roles and responsibilities of being a board member. Those of us who were participants in the previous application have learned many lessons from this experience which we bring forward to the Mohawk Valley Community Charter School application.

Question #6:

I have never served on a board of a school district, a non-public school or any not-for-profit corporation. However, I was one of the prospective board members for the Mohawk Valley Charter School for Excellence. As such, I learned the role and responsibilities of a Board for a Charter School. I am now a member of the founding group for the Mohawk Valley Community Charter School and a lead applicant on the MVCCS application.

Being a board member is more than knowing the rules and regulations. The board's role in overseeing a school and consequently the lives of children and those that teach and serve them in various capacities is an immense responsibility. For a board to be successful in its responsibilities, it must be comprised of persons that can work in collaboration to achieve a common goal. It must be understood that the board's mission is more important than the individual member. And individually and as a group we will be held to a higher level of scrutiny, expectation and moral and ethical exactitude. I believe I have demonstrated some or all of these qualifications in various positions over the course of my professional career: as a physician; the private sector; Liaison Officer to the Republic of the Congo for USAID and as a Peace Corps Volunteer in the Democratic Republic of the Congo.

Question #9:

I know all of the potential board members as we are members of founding group for the Mohawk Valley Community Charter School. We have been working

together weekly and sometimes more frequently to complete the charter school application.

Question #10:

I know Ann Maher, who is a lead applicant for the MVCCS application. She is a member of the MVCCS founding group and she is a prospective employee as the executive director of the school.

I know Frank Sheldon. I met Frank when I was member of the group for the Mohawk Valley Charter School for excellence application. He is now a member of the MVCCS founding group. He is a prospective employee as the Business Operations Manager

Question #17:

I would request that a complaint levied against a board member be in writing, addressed to the board, describing the misconduct, proof of such misconduct and signed by whoever is making the complaint. I would request a special meeting, contacting all board members, with explanation for the need of a special meeting. I would give a minimum of a week's notice such that those board member(s) implicated have ample time to collect such proof that may repudiate any claim of misconduct. Subsequent steps taken by the board would be based on the findings at that meeting, by majority vote and in accordance with applicable provisions of the Education Law and the Not-for Profit Corporation Law

Question #18:

The Mohawk Valley Community Charter School's mission is to produce students who view themselves as viable members and responsible citizens of their communities, their country and this world. They will learn to be leaders, critical thinkers, and collaborative workers. They will be ready for higher education because they will have received a rigorous academic training provided to them based on their individualized learning style.

Question #19:

The educational program of the charter school has five key elements:

1. The curriculum is designed to meet New York State Common Core Standards. The approach to learning will be inquiry-based and multifaceted approach to instruction including but not limited to direct instruction, projects both individual and collaborative, and authentic experiences. The school day and school year will be longer allowing more time to achieve success.
2. There will be an individualized approach to learning. When the child enters school and at regular intervals, an Individualized Achievement Plan will be created, reviewed and updated. This IAP is an assessment of the child's academic, social, emotional, physical and behavioral strengths and

weaknesses. From this evaluation a child's learning style is understood and personal goals are outlined.

3. A school culture based on a positive and supportive environment will be created. This will be achieved first by the use of evidenced based strategies by the teachers to improve student motivation, focus, respect of others and their ability to work collaboratively with others.
4. Parent involvement is very important in the academic success of a child. MVCCS will search to provide ways to create partners in learning with parents and care-givers including but not limited to shared decision making and PTOs.
5. It is not enough to have high standards. There must be accountability for those standards. Technology systems will be used to obtain and track data to determine if the teachers and students are meeting their goals.

Question # 20

A successful charter school would have to have a founding philosophy that is believed, and lived by all those who are involved in the school, the board members, the school leader, the teachers, the students, the parents, the maintenance personnel, etc. This philosophy should be evident in the curriculum, in the approach to teaching and in the interaction between teacher students and staff. And that guiding philosophy should lead the school to the successful attainment of its stated goals.

It then becomes the mandate of the Board of Trustees to monitor if the schools activities are in accordance with the stated philosophy and that this philosophy produces the stated goals and expectations. Further, the board must assure that said philosophy does not interfere with the school's ability in compliance with state requirements and specifications.

To ensure the school is and continues to be successful will depend upon the Board of Trustees ability to make decisions that keep the school aligned with its philosophy or be open to change if the guiding philosophy is not producing the expected results.

Question # 21

A public charter school board member must understand rules and laws that govern the member's actions as a member of the board which includes but is not limited to Article 56 of the New York State Education Law; the charter school's bylaws; and Not for Profit Corporation Law.

The board member must understand the immense responsibility he or she has to each student, teacher and staff member of that charter school as it will be the actions of the board and those of the directing staff that will determine the fate of the school: the success or failure of its students.

It is with this knowledge and understanding that each and all decisions are made when acting as a board member of a public charter school.

Question # 22

I, Tanya Marie Perkins-Mwantuali, MD, affirm that I have read and understood the charter school application, the charter school board's by-laws and all proposed policies.

Tanya M. Perkins-Mwantuali, MD

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

June 1995 –

August 1999

Internal Medicine –Pediatrics Residency

University of Minnesota

Inpatient training occurred in multiple hospitals in Minneapolis and St. Paul: Fairview University Hospital; VA Medical Center; Children's Hospitals and clinics; Gillette Children's Specialty Healthcare; Hennepin County Medical Center; and Regions Hospital. Inpatient experience included the NICU, PICU, ICU, CCU, general internal medicine and pediatric wards, and the newborn nursery. Ambulatory care training occurred in subspecialty clinics, emergency rooms and primary internal medicine and pediatric clinics

August 1991-May 1995

Howard University College of Medicine

Washington, D.C.

Doctorate of Medicine

August 1978-June, 1983

University of California

Davis, California

Bachelor of Science in Biochemistry

EXPERIENCE

November 2011-Present

Sister Rose Vincent Family Medicine Center

Returned to clinical practice. Providing primary medical care to pediatric, adolescent and adult patients.

May, 2011 –November, 2011

Returned to the work force. Performed disability examinations. Functioned as a personal contractor for Industrial Medicine Associates

August, 2009-May, 2011	The family returned to the U.S. I stayed at home to care for our children. In particular, to oversee the care and education of our son with autism, who faced some challenges with his transition back to the U.S.
August, 2008-August, 2009	My husband directed the Hamilton College, Junior Year in France Program. The family lived in Paris, France for the 2008-2009 academic year.
September, 1999-June, 2008	<p>Syracuse Community Health Center, INC. (SCHC)</p> <p>Responsibilities included:</p> <ul style="list-style-type: none"> • Providing primary medical care to pediatric, adolescent, and adult patients. • On call every 4 to 6 weeks for a week at a time at both Crouse Hospital and Syracuse University Hospital while maintaining full outpatient clinic responsibilities • Taught Syracuse University medical residents who interned at SCHC • I was often asked to help SCHC at its many clinic sites when a clinician was out ill or left or when a new site was opened and needed a physician until the new staff was organized and in place.
October, 1999 - September, 2003	<p>Crouse Hospital</p> <p>Managed in-patient hospital care of SCHC patient admitted to the general Internal Medicine wards, Pediatric wards and the newborn nursery</p>
October, 1999 - October, 2004	<p>Syracuse University Hospital</p> <p>Supervised Pediatric and Internal Medicine residents in the care of patients on the Internal Medicine and Pediatric wards</p>
May, 1998 – August, 1999	<p>University of Minnesota, Riverside Campus</p> <p>During the fourth year of residency, employed as a hospitalist to cover evening and weekend hours.</p>

July-August, 1993
Commissioned Officer Student Training Program (COSTEP)
Sponsored by Baltimore City's Department of Health HIV/AIDS
Project and Johns Hopkins University.
Entailed data collection for retrospective study, "Effect of Early HIV
Clinical Intervention on New STD Acquisition in HIV Positive Patients
at an STD Clinic"
Participated in an intensive course in Sexually Transmitted Diseases
by the Centers for Disease Control.

June-August, 1992
Venereal Disease Clinic
District of Columbia, Department of Health
Skills acquired included: sexual history interview; physical
examination, laboratory testing and specimen collection; and
microscopy (i.e. dark field, gram stain, wet mount, VDRL)

February-October, 1989
Associate Director of Training
Atlanta Management Institute (AMI)
AMI is a private management training group catering to clientele from
Africa. Staff was required to be multilingual. Coordinated a five
member team responsible for all support services including
national and international travel; housing; interpreters; training
and field trip logistics.

October, 1986-
December, 1988
Liaison Officer to the Republic of the Congo
United States Agency for International Development (USAID)
Key negotiator and responsible for the execution of the Sugar
Compensation Program (P.L. 480, Section 416).
Managed the African Manpower Development Program and the Congo
Human Resources Development Project.
Coordinated all matters relevant to the USAID office located within the
US Embassy, Brazzaville in collaboration with the Ambassador,
Deputy Chief of mission, Political Attaché and other senior officers
Represented USAID at discussions with the government of the
Republic of the Congo.

Represented USAID at discussions with international donor agencies including: World Health Organization (WHO), and United Nations Children Fund

April, 1984 -

August, 1986

Peace Corps Volunteer in the Democratic Republic of the Congo
Assigned to the national program for combating childhood communicable diseases (Programme Elargie de Vaccination)

Directed the team that established and operated the field office in the city of Kalamie in Shaba Province. and the office in Kikwit, in Bandundu Province.

Established cold chain distribution sites.

Coordinated the procurement, storage, and distribution of vaccines.

Oversaw the scheduled maintenance of kerosene and electric vaccine storage refrigerators, vehicles, motorcycles, and bicycles.

Developed and provided training in vaccination, the preparation and use of rehydration salts and Malaria treatment.

Conducted surveys to determine percent vaccination coverage and attitudes and practices of the population in treating acute diarrhea episodes and malaria.

LANGUAGES

English: native

French: near native

Kinkongo: read and write

Swahili: read and write

LICENSURE

New York State since 1999

HONORS & AWARDS

1993

Sinkler - Miller Medical Association Scholarship

1992 – 1995

National Health Services Scholarship

1988

Certificate of Outstanding Service as the USAID Liaison Officer to
The People's Republic of the Congo

Presented by the Ambassador Alan Shurtleff, the U.S. Ambassador to the People's Republic of the Congo

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

STATEMENT OF ASSURANCE

I, Tanya M. Perkins-Mwautuali, MD (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Tanya M Perkins-Mwautuali MD 2/26/2012
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: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Edna Rivera

Charter School Name: Mohawk Valley Community Charter School

Charter School Address: 1210 Lincoln Avenue, Utica, New York 13502

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

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

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

Background

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

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

I served on several not-for-profit boards: Assembly of Christian Churches Inc., Youth Association (upstate NY) on several occasions as Treasurer, and Substitute Treasurer. I served on the regional level as treasurer and substitute treasurer on different years. On the local board, I was the president, vice president, treasurer, and secretary at different times. I also served as treasurer and another year as secretary on the parish board of The Assembly of Christian Churches, Inc.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.

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

None Yes

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

I would bring any conflict of interest to the board president's attention and ask that it be discussed at a special board meeting to determine if indeed this was an infraction.

Educational Philosophy

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

My understanding is to create an environment that allows for all students to become successful global citizens. Each child would be judged on his/or her capabilities and develop life skills to live responsibly.

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

Each student will have an individual achievement plan that will be reviewed by parents, teachers and support staff. It will reflect additions or new proposals and goals to allow each child to develop at his/her own pace.

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

The school will need a strong academic environment and a successful marketing program. It will also need a good financial plan and a strong support from parents and community members. It will be the responsibility of the board to oversee that this criteria is met. Board members will have to be on sub-committees and be actively involved to achieve success. The board must also be representative of diverse groups and talents and bring his/her expertise to the table.

Other

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

The board member should be responsible, experienced, be able to solve problems and have strong communication skills. It is of utmost importance that the board member shares the mission and the vision of the charter school.

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

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

While working with this charter school initiative, the collaboration and wealth of knowledge brought to this proposal is outstanding. As a parent, I have been impressed with the enthusiasm and direction of the MVCCS initiative and believe it will benefit the city of Utica and the surrounding area school districts tremendously. Working with younger students is a good way to build a strong foundation for this school.

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

STATEMENT OF ASSURANCE

I, Edna Rivera (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

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: _____

Business Address: _____

E-Mail Address: _____

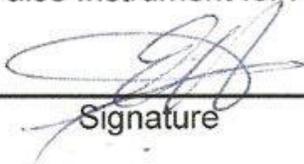
Home Telephone: _____

Home Address: _____

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

STATEMENT OF ASSURANCE

I, Edna Rivera (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.


Signature _____ Date 2/20/2012

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: N/A

Business Address: N/A

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

MOHAWK VALLEY COMMUNITY CHARTER SCHOOL

BYLAWS

(as of February 18, 2012)

ARTICLE I

NAME

The name of the Corporation is Mohawk Valley Community Charter School (hereinafter the “School”).

ARTICLE II

MEMBERSHIP

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

ARTICLE III

BOARD OF TRUSTEES

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

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

Attachment 5b MVCCS Proposed Corporate By-Laws

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

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

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

Attachment 5b MVCCS Proposed Corporate By-Laws

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. At the end of each Trustees' term, they may serve an additional term if the majority of the board votes in favor. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

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

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

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

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

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

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. A Trustee's absence from two meetings per school year will be considered a resignation, and his or her seat will be deemed vacant. In the event of extreme extenuating circumstances (e.g., a serious illness, death of immediate family) the board may vote to excuse the trustee's absence thereby allowing the trustee to remain on the board.

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

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

ARTICLE IV
OFFICES

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

ARTICLE V
MEETINGS OF THE BOARD

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

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

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

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

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

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

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice, at least 48 hours, if practicable.

3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its

commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

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

ARTICLE VI **ACTION BY THE BOARD**

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

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

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

C. **Committees.**

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

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee chaired by the President, a Finance Committee chaired by the Treasurer and an Education and Accountability Committee whose chair shall be appointed by the President of the board. Additional Committee members shall be appointed by the President, subject to the approval of the Board. The responsibilities of committee members will be as follows:

Attachment 5b MVCCS Proposed Corporate By-Laws

(a) The *Executive Committee* of the Board sets policy agenda for the full Board of Trustees. It includes the Board's President, Vice President, Secretary, and Treasurer and one other member who will be appointed at the first meeting of the Board.

(b) The *Academic Accountability Committee* monitors the overall academic performance of the school, reviews assessment data, and works with school staff to present academic data to the Board. They also monitor progress toward meeting interim and five year charter goals.

(c) The *Finance Committee* oversees current and long-term financial position; undertake the responsibility of approving and monitoring the annual budget through periodic and financial reports, select the auditor

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

(a) The election of Trustees;

(b) Filling vacancies on the Board or any Committee which has the authority of the Board;

(c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and

(d) The appointment of other Committees, or the members of the Committees.

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

D. **Standard of Care.**

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

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

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

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

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and

the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

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

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

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

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

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a President (hereinafter the “President”), Vice President (hereinafter the “Vice President”), a Secretary and a Treasurer, and one other Board member who will be appointed at the first meeting of the Board.

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

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

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) make such minutes available publicly no later than two weeks following each meeting, in accordance with the Open Meetings Law (c) keep or cause to be kept a copy of the

School's Charter and Bylaws, with amendments; (d) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (e) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (f) have such other powers and perform such other duties as the Board may prescribe.

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

B. **Election, Eligibility and Term of Office.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. An officer may serve consecutive terms in a particular office if he/she is re-elected to that office at the end of each term by a majority vote of the Board.

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

ARTICLE VIII
NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations to the extent permissible under applicable law.

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

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

ARTICLE IX **CONFLICTS OF INTEREST**

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

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

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

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

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

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

Attachment 5b MVCCS Proposed Corporate By-Laws

C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School with a value of equal to or less than \$10,000 shall be approved by the Chancellor and signed by the Chancellor. Checks in excess of \$10,000 will require the second signature of a designated and approved signatory: Board President or Treasurer. All checks shall be generated by the Office Manager and reviewed monthly by the Board. Voided checks will be retained to ensure proper maintenance of account records.

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

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

ARTICLE XI
AMENDMENT

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

ARTICLE XII
REFERENCES TO DOCUMENTS

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

CERTIFICATE OF THE SECRETARY

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

_____, School Administrator

Dated: _____

ATTACHMENT 5c: Code of Ethics for MVCCS

PROPOSED CODE OF ETHICS – Mohawk Valley Community Charter School FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

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

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

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

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

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he

ATTACHMENT 5c: Code of Ethics for MVCCS

or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

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

Penalties

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

EMPLOYMENT OF TEACHERS AND LICENSED TEACHING ASSISTANTS AT MOHAWK VALLEY COMMUNITY CHARTER SCHOOL

Teachers and licensed teaching assistants are employed by MVCCS on an “at will” basis. As such, the following items apply to the employment of teachers and licensed teaching assistants:

- Teachers and licensed teaching assistants do not have contracts that begin and end.
- A teacher's and teaching assistant's employment continues until either we (the employer) terminate it, or they resign. Thus, if we have hired a teacher, that teacher is employed by us until they are terminated. Evaluation of performance will be conducted annually.
- Once a teacher or licensed teaching assistant has been employed for one (1) academic year and an offer to teach for an additional year is not given, their employment will be terminated.
- Teachers and licensed teaching assistants are not “offered a job” each year because they are already employed; they are offered a position because they performed at a satisfactory level the previous year.
- Teachers and licensed teaching assistants are asked each year to indicate whether or not they intend to continue teaching in the fall only for the purpose of MVCCS yearly budgeting.

“At will” employment implies that an employee can be terminated for any or no reason, at any time. However, we cannot do so in an arbitrary manner that would cause a perception of discrimination or termination for an illegal reason. All terminations are reviewed by the legal department, and all terminations are carefully reviewed by the MVCCS Board of Trustees. The atmosphere of frequent employment lawsuits in the U.S. means that we can terminate for any reason, but it may not be prudent to do so. To avoid liability, it's important to review terminations carefully.

ISSUANCE OF STATEMENTS OF INTENT FOR CONTINUED TEACHER EMPLOYMENT

Statements of Intent are to be treated in the following manner:

- They are issued only to classroom teachers and licensed teaching assistants.
- Teachers and licensed teaching assistants who have already given a written statement indicating they are resigning do not receive a Statement of Intent.
- Teachers or licensed teaching assistants who are being involuntarily terminated as indicated above do not receive a Statement of Intent.
- Statements of Intent go out to continuing teachers and licensed teaching assistants only after teachers or licensed teaching assistants who are being involuntarily terminated have received notification of this action.
- Payroll/Status Change Forms may be sent by the School Leader to Human Resources with the returned/signed teacher and licensed teaching assistant Statements of Intent to make an indication of when salary changes will take effect and what those salary changes will be.

ISSUANCE OF PAYROLL/STATUS CHANGE FORMS

Payroll/Status Change Forms are to be treated in the following manner:

- They are issued to all employees to let them know whenever their payroll is going to be affected by a change which can be salary, benefits, or legally defined salary deductions.
- They are completed and given to Human Resources with signed teachers and licensed teaching assistants Statements of Intent or generated on an as needed basis for items related to the above criteria.
- They are completed for all academic and other non-teaching staff when changes to their salary become known as noted above.
- They are completed for staff who are resigning or being terminated to indicate their last payroll date.

B. Ann Maher

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<p>SUMMARY</p>	<p>Dedicated and resourceful veteran educator committed to leadership in school reform and non-profit endeavors. Thirty years experience as public educator in New York and Connecticut, with proven ability in all facets of teaching and administration. Invested in using vision, communication skills, and collaboration to create positive community change and global learning for all students.</p>
	<p>FAMILY ADVOCATE/HOME VISITOR for MVCAA April 2011-Present <i>Working with children and families in the Early Head Start and Head Start Programs of the Mohawk Valley Community Action Agency</i></p>
<p>PROFESSIONAL WORK HISTORY</p>	<p>SCHOOL ADMINISTRATOR/ WCV Central School District 2008-2010 <i>Principal – West Canada Valley Elementary School in Newport, New York</i></p>
	<p>SUBSTITUTE TEACHER in Region 10 and Canton CSD, Connecticut 2007-2008 <i>Per diem/short term teaching allowed me to renew teaching skills, expand secondary experience and create dialogue with students and staff</i></p>
	<p>SCHOOL ADMINISTRATOR/ Bristol City Schools 1998-2006 <i>Principal - Mountain View Elementary School in Bristol, Connecticut Central Office Experience in Curriculum, Standards-Based Learning, and Data-Driven Decision Making</i></p>
	<p>SCHOOL ADMINISTRATOR/ Southern Cayuga Central School 1992-1998 <i>Principal - Emily Howland Elementary School in Aurora, New York Grants Coordinator (1996-1998) District Technology Chair</i></p>
<p>BUSINESS EXPERIENCE</p>	<p>TEACHER/PENN YAN CENTRAL SCHOOL Penn Yan, New York <i>Teaching experience at primary and intermediate levels Developed, implemented and taught district program for gifted education School leader in technology planning, implementation, and integration</i></p>
	<p>CO-OWNER/OPERATOR, Kenyon Meadows Dairy Farm 1978-1992 Himrod, New York <i>Successful family dairy farm enterprise of 260 acres and 120 head of cattle. Involved in all facets of business ownership and operation.</i></p>
<p>EDUCATION and CERTIFICATION</p>	<p>SUNY-Brockport Brockport, New York 1971-1988 Nazareth College, Rochester, New York Keuka College, Penn Yan, New York</p>
	<p>School District Administrator (SDA), New York State – Permanent N-6 Public School Teacher, New York State – Permanent</p>

<p>SUPERVISORY STRENGTHS</p>	<p>Understanding and promoting twenty-first century educational change Using technology as an instructional, data, and communication tool Promoting shared leadership and consensus decision-making Providing sound fiscal management, creative use of grant funding Increasing community awareness and parent involvement Able to connect pedagogy and practicality</p>		
<p>CURRICULUM and MANAGEMENT EXPERTISE</p>	<p>Grant Acquisition: Writing, Implementation and Administration Technology Use: Training, Integration and Effective Use Differentiated Instruction, Gifted Education, Response to Intervention Critical and Creative Thinking/ Bloom’s taxonomy Creation and Implementation of Accountability Strategies Personalized Learning, Character Education and Conflict Resolution Unification of Regular and Special Education, Inclusive Practice Parent Involvement and Shared Decision Making (Site-Based Management)</p>		
<p>TRAINING</p>	<p>Performance Assessment: Design and Implementation Special Education Administration Early Intervention and Differentiation of Instruction Supervision and Evaluation Data-Driven Decision Making – District and Building Level</p>		
<p>PROFESSIONAL WORK</p>	<p>Website: www.teacherandlearner.org Exploration of Twenty-First Century Educational Practice Workshop Presentations for Technology, Character Education, Family Issues Awarded New York State Enhanced Learning Technology Grant - 1998 Institute for Educational Leadership (IEL) Fellow – 2001</p>		
<p>AFFILIATIONS</p>	<p>Kuyahora Valley Rotary Club Association for Curriculum and Development Mohawk Valley Charter School Initiatives Church/Community Volunteer</p>		
<p>REFERENCES</p>	<p>Ms. Amy Turner <i>Executive Director</i></p>	<p>MVCCA 1100 Miller Street, Utica, NY 13501</p>	<p>315-624-9930 aturner@mvcaa.com</p>
	<p>Mr. Gary Tutty <i>Retired Superintendent.</i></p>	<p>██████████ ██████████</p>	<p>██████████ ██████████</p>
	<p>Ms. Liz Fusco <i>Personal Friend</i></p>	<p>██████████ ██████████</p>	<p>██████████ ██████████</p>
<p style="text-align: center;"><i>Other references available by request</i></p>			