



Charter Schools Institute  
State University of New York

# HARLEM VILLAGE ACADEMY CHARTER SCHOOL

**FINAL CHARTERED AGREEMENT**  
Section 2852(5) Submission to the Board of Regents

**Volume 2 of 3**

**REDACTED APPLICATION**

Section V:

**Parental & Community  
Involvement**

22

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## 22(a). Parental Involvement in School

*Please describe how parents will be involved in the charter school, including, in particular the governance and administration of the charter school.*

The East Harlem Village Academy Charter School pledges to work closely with parents.<sup>18</sup> We believe parents and teachers are all Village Elders playing important, but different roles in the education of our students. We see parents as our partners in our efforts to ensure each one of our children achieve, and we anticipate numerous ways in which we may build relationships and effective communication with families. Here are some of the things we envision could be included in our effort to involve parents:

1. **Atmosphere.** Ensuring that our school is welcoming to parents.
2. **Access to Teachers.** Ensuring that our teachers are available to parents regular basis.
3. **Materials.** Publishing written materials in English and in the other languages with which parents are most comfortable.
4. **Information.** Sending home reports on student progress on a regular basis, minimally three times per year, possibly as frequent as nine times per year. The information will be accessible and specific, and the written information sent home may be followed up by a phone call or meeting with the child's advisor.
5. **Parent-Teacher Conferences.** Parent-teacher conferences mid-way through each trimester to apprise parents of their children's progress and to hear their questions, suggestions and concerns.
6. **Back-to-School Workshops.** In the fall of each year, we will hold back-to-school sessions for parents, where teachers will provide tips on how to support their children's education.
7. **Opportunities to Contribute.** We believe there are numerous ways for parents to be involved in the East Harlem Village Academy Charter School. Prior to the start of each school year, parents on the Parent Advisory Council (see below) will complete a parent body inventory, identifying parents' skills, interests, and availability. That inventory will

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<sup>18</sup> We define *parents* as a child's legal guardians.

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be shared with appropriate people in the school, so that parents can be appropriately matched with opportunities for service.

8. **The Parents Advisory Council.** We will provide assistance in helping parents to organize a Parent Advisory Council, to ensure that parents have a regular forum in which to meet and make their concerns heard by the principal. Parents would be elected to serve on the parent advisory council by other members of the parent body. The council would meet regularly with the principal. The leader(s) of the council will attend board meetings. There could be a regular agenda item at each board meeting for a report from the parent council. The Parents Advisory Council will be invited to assist in various school activities. The executive director and principal may ask for the council's assistance in distributing parent surveys to ensure that all parental concerns are being heard. The council has no final governing authority over matters of personnel, curriculum, discipline or other policy matters. However, the board, executive director and principal will use this body as the vehicle through which to gauge parental feedback and opinion.

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## 22(b). Staff Involvement in School

*Please describe how staff will be involved in the charter school, including, in particular, the governance and administration of the charter school.*

The East Harlem Village Academy Charter School aims to open with staff involvement practices that are sustainable when we are a 6th-12th grade school of three academies and 700 students. Following are our a variety of ideas and methods which we may utilize:<sup>19</sup>

1. **Our school must be a learning organization for the adults as well as the students.** Our system of *Kounaikenshuu*, where teachers meet weekly in departmental and grade-level teams, ensures that at our school, teachers are learners, in constant and collaborative pursuit of the best ideas and practices that will ensure that their students achieve. We ensure that there is reflective time for teachers, and make teachers' reflection and professional development a top priority.
2. **Teachers main job is to relentlessly focus on the achievement of every one of their students.** We expect our teachers to spend their

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<sup>19</sup> Our core values for staff involvement are informed by lessons learned from other charter schools. We have seen that many idealistic educators are attracted to charter schools because such schools are seen as are new places where everything can be built from scratch. Many of these teachers bump up against some unexpected charter school realities as their small start-up schools become larger and older institutions. They discover that in fact there are:

- **New rules not no rules.** Whereas traditional public schools seemed to them to be filled with bureaucratic red tape, in retrospect they might have had more "academic freedom" in those settings. No one was really seeing what they were teaching or how they were teaching. And certainly no one was ensuring that their students were achieving. Accountability and a powerful school culture require that charter school teachers be team-players who play by common rules and who "play" to win.
- **Systems built become systems to be followed.** It is hard to transition from being empowered to build the rules to being required to follow them. After all, you built them, so why not rebuild them? As charter schools age and grow, the homespun feeling of the early years is inevitably replaced with systematic ways of doing things, that cannot always be open for discussion.
- **Governing is fun because teaching is hard.** Schools with as many committees as there are teachers provide innumerable distractions from the very hard work of student achievement. Often, the more teacher-governance is valued, the more bad teaching is allowed to happen.
- **Faculty meetings grow less participatory over time.** As a faculty grows, it becomes harder to know what everyone thinks about every issue. In some charter schools, this lends itself to an unintended shift in adult culture.

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time helping their students — in any way that they can — succeed, not in countless committee meetings.

3. **Faculty time is best spent together as “boundaryless” learners, relentlessly focused on maximizing student achievement.** Rather than lots of meetings on administrative details, faculty will spend shared time focused together on the core work — ensuring each and every student is succeeding.
4. **The perspective of the classroom teacher is unique and is vital to all matters of school policy.** While teachers should not spend much time on issues not related to their students and their classes, what they learn from their teaching must inform the larger policy directions of the school. It is the job of Master Teachers and members of the faculty council (see below) to ensure that the learning of the classroom is reflected well in discussions of school policy and planning.
5. **Not every teacher’s voice has the same authority — the duration of successful service at our school matters.** While the perspective of the classroom is essential (see above), that perspective needs time and experience to develop.

Specifically, the principal of our school may have a faculty council, to hear concerns, and get advice on policy decisions. The council would consist of the principal, the Master Teachers and a full-time teacher from each core discipline. With the exception of the first year of the school, it would be open only to teachers who have served more than 1 year at the school. The agenda and minutes of the monthly (after-school) meeting of the faculty council would be electronically posted, so that all faculty members can comment in advance of and following the meeting.

Regular faculty meetings, grade-level team meetings, and departmental meetings will, in general and to the extent possible, focus on looking at student work, reviewing student performance data, reading a common text, discussing particularly successful or unsuccessful strategies, reviewing data collected from classroom observation, and so on. To whatever extent possible, all communication regarding logistics, paperwork, and other administrative matters, will be handled electronically.

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## 23. Community Support for The School

*Provide evidence of adequate community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.*

In order to demonstrate the parental and community support for The East Harlem Village Academy Charter School, we hereby submit the following evidence:

### *Parent Petitions*

Signatures indicating support for the proposed school were gathered from community members who are parents and guardians of children who would be eligible to attend the school in the coming years. These petitions demonstrate local parent and guardian interest in and support for the East Harlem Village Academy Charter School.

### *Support from Elected Officials and Community Leaders*

Following are letters indicating a strong base of support for the school within the community.



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

ADAM CLAYTON POWELL, IV  
68th Assembly District  
New York County

February 12, 2002

COMMITTEES  
Codes  
Election Law  
Housing  
Insurance

Mr. Robert Bellafiore  
President  
Charter School Institute  
State University of New York  
74 North Pearl Street, 4<sup>th</sup> Floor  
Albany, New York 12207

Dear Mr. Bellafiore:

I am writing to you with a sense of urgency and passion to express my wholehearted support for the proposed East Harlem Village Academy Charter School. The families in East Harlem have gotten together with the community leadership to develop a quality charter school in partnership with a non-profit school management organization that I greatly admire and respect, Village Academies.

As you may know, my father devoted his life to ensure educational opportunities, so that minority communities would have the same opportunities to prosper in this country. I am proud of his legacy, and I intend to do everything possible to uphold the ideals for which he struggled. This is why I am among the many supporters of the East Harlem Village Academy Charter School. I am determined to devote my energy and resources to ensure that our children achieve academic success. I plan to help the new East Harlem Village Academy Charter School with their mission to create an exemplary school. I have had the pleasure of getting to know the leadership behind this extraordinary effort. I assure you that this school will become a shining model of excellent education, both for New York and for the nation.

We have strong parent and community support for this project. The time is *now* to build the East Harlem Village Academy Charter School! Our families and students deserve no less. Our communities are demanding new quality charter schools. Our children are desperately in need of a quality education, and most of the current charter schools are so full they have waiting lists.

We all agree that charter schools will make a difference by providing choice to all families regardless of race or economic background. I applaud the efforts of the SUNY Charter School Institute. Feel free to call me if you would like any more information about the East Harlem Village Academy Charter School. I am grateful for your role in bringing this school to our community.

Sincerely,

Adam Clayton Powell, IV  
Member of Assembly,  
68<sup>th</sup> District

**NEW YORK**  
**STATE**  
**SENATE**  
 ALBANY, NEW YORK 12247



March 4, 2002

OLGA A. MENDEZ  
 SENATOR, 28TH DISTRICT  
 COMMITTEE ASSIGNMENTS  
 RANKING MINORITY MEMBER  
 SOCIAL SERVICES

MEMBER OF  
 BANKS  
 EDUCATION  
 FINANCE  
 HEALTH  
 HIGHER EDUCATION  
 MENTAL HEALTH  
 RULES

CHAIRPERSON MINORITY CONFERENCE

PLEASE RESPOND TO:  
 ROOM 420, CAPITOL BLDG  
 ALBANY, NY 12247  
 (518) 455-3361  
 COMMUNITY OFFICE  
 87 EAST 116TH STREET  
 NEW YORK, NY 10029  
 (212) 860-0893

Mr. Robert Bellafiore, Pres.  
 Charter School Institute  
 State University of New York  
 74 North Pearl St., 4th Floor  
 Albany, NY 12207

Dear Mr. Bellafiore:

As you may know, the parents and community leaders in my district have organized, together with a variety of education, business and philanthropic leaders, to apply for a charter school to serve the children in our community. They have selected a highly qualified, non-pro fit education organization, Village Academies, to build a school that focuses on academic excellence to the undeserved children in East Harlem.

I have consistently been devoted to supporting and promoting legislation that fights discrimination and removes many of the existing barriers faced by minorities, as well as, disadvantaged children. This is why I am happy and proud to support the East Harlem Village Academy Charter School. Indeed I am strongly in favor of the project because I believe that one of the most important ways to build healthy, safe communities and to strengthen New York is to focus on dramatically improving schools, and providing access to school choice for undeserved communities. Incremental change is not enough, our parents need and deserve significantly better schools now.

Our families are demanding - and rightly so - better access to quality educational opportunities for their children. I am committed to responding to these parental concerns, which is why I strongly support the East Harlem Village Academy Charter School on behalf of my community and my constituency. This new school is determined to ensure that all children achieve academic success, regardless of race or economic background.

Page One

Continued . . . .

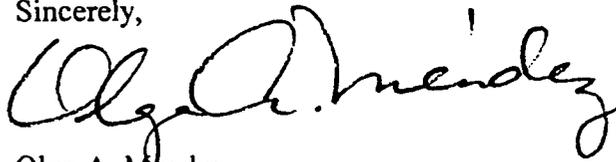
Page Two  
Robert Bellafiore

March 4, 2002  
SUNY

Far too many of our children are failing to meet even basic standards in reading, and math, which is unacceptable as we enter the 21st century. By supporting the East Harlem Village Academy Charter School, it is both my obligation as well as my privilege to respond to community and family demands for better schools in our communities.

I greatly appreciate the efforts of the SUNY Charter School Institute. Please let me know if there is anything I can do in order to assist you in expediting the process of ensuring that this important project move forward successfully.

Sincerely,



Olga A. Mendez  
State Senator  
28th S.D.

OAM/lgc



1047 AMSTERDAM AVENUE · (212) 222-2110 · Fax (212) 222-4671 · valleynyc@aol.com  
New York, NY 10025

**BOARD MEMBERS**

Dr. Irving Harner, Jr.  
Chairman

Michael Stern  
Secretary/Treasurer

John Bess  
President / CEO / Founder

Kanetta Bailey  
Dr. John J. Cardwell  
Dr. Alma Carter  
Betsy Gotbaum  
Roger Lehecka  
Schone Maillet  
Richard Murphy  
Dr. Frank Schneider  
Khadijah Sharif-Orinkard

**VALLEY SITES**

The Valley, Inc.  
(Headquarters) at the  
Cathedral of St. John the Divine  
1047 Amsterdam Avenue  
New York, N.Y. 10025

The Valley BEACON  
Wadleigh Secondary School  
215 West 114<sup>th</sup> Street  
New York, N.Y. 10028

The Valley  
Martin Luther King, Jr. High School  
122 Amsterdam Avenue  
New York, N.Y. 10022

The Valley  
Louis Brandeis High School  
145 Amsterdam Avenue  
New York, N.Y. 10024

The Valley  
Park West High School  
525 West 50<sup>th</sup> Street  
New York, N.Y. 10019

The Valley  
IS 43  
Adam Clayton Powell Academy  
500 West 129<sup>th</sup> Street  
New York, N.Y. 10027

Valley in the Park (VIP)  
Petham Fritz Recreational Center  
150 Mt. Morris Park West  
New York, N.Y. 10027

March 6, 2002

Mr. Robert Bellafore  
President  
Charter School Institute  
State University of NY  
74 North Pearl Street, 4 Floor  
Albany, NY 12207

Dear Mr. Bellafore:

We are pleased to extend our support of the East Harlem Village Academy Charter School's application to establish a charter school in Northern Manhattan. With the opening of this new school, it will insure that the children of our city have no class differences when it comes to quality education.

The Manhattan Valley Youth Program, one of the most active agencies in Northern Manhattan, have always recognized that our community is best served when children are placed first. Over the years will have been active in educational reform and increasing parental and community involvement in educational choices for our children.

If we can offer any additional assistance with this application to your office, please do not hesitate to contact us.

Sincerely,

  
John Bess  
Chief Executive Officer

**HARLEM GATEWAY COMMITTEE INC.**

237 West 137 Street, New York, NY 10030

917-861-2649

March 6, 2002

Mr. Robert Bellafore  
President  
Charter School Institute  
State University of NY  
74 North Pearl Street, 4 Floor  
Albany, NY 12207

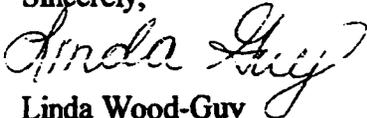
Dear Mr. Bellafore:

As a former City District Manager and State Parks Director in Harlem, I am fully aware of the need to equalize education for children of color and poverty. Therefore, I am pleased to extend my organization's support of the East Harlem Village Academy Charter School.

With the opening of this new school, it will insure that the children of our community will receive a competitive education with the children of our boarding wealthy neighborhoods on the Upper Eastside and Upper Westside of Manhattan. The Harlem Gateway Committee works toward addressing neighborhood issues, including improving the quality of life for residents, building affordable housing and improving the delivery of city services.

More importantly, the Committee continues to play an active role in improving and creating new community institutions. The Committee looks forward to being a community partner in the development of this new school.

Sincerely,



Linda Wood-Guy  
Executive Director



# VILLAGE ACADEMIES

THE RESULTS DRIVEN SCHOOL SYSTEM

By signing this petition I am acknowledging that I have a son/daughter/foster child who attends a school in East Harlem. I support the Village Academies in creating a charter school.

NAME	ADDRESS, CITY, ZIP	CHILD'S NAME	SCHOOL
[REDACTED]			

REDACTED

[REDACTED], New York, NY [REDACTED] Tel: [REDACTED] Fax: [REDACTED]







# VILLAGE ACADEMIES

THE RESULTS DRIVEN SCHOOL SYSTEM™

By signing this petition I am acknowledging that I have a son/daughter/foster child who attends a school in East Harlem. I support the Village Academies in creating a charter school.

NAME    ADDRESS, CITY, ZIP    CHILD'S NAME    SCHOOL

[REDACTED]

[REDACTED]

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[REDACTED]

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REDACTED

[REDACTED] New York, NY [REDACTED] Tel: [REDACTED] Fax [REDACTED]

Village Academies is a New York-based Non-Profit Organization

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23-12

# VILLAGE ACADEMIES

THE RESULTS DRIVEN SCHOOL SYSTEM

By signing this petition I am acknowledging that I have a son/daughter/foster child who attends a school in East Harlem. I support the Village Academies in creating a charter school.

NAME	ADDRESS, CITY, ZIP	CHILD'S NAME	SCHOOL
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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REDACTED

[REDACTED] New York, NY [REDACTED] Tel: [REDACTED] Fax: [REDACTED]

# VILLAGE ACADEMIES

THE RESULTS DRIVEN SCHOOL SYSTEM™

By signing this petition I am acknowledging that I have a son/daughter/foster child who attends a school in East Harlem. I support the Village Academies in creating a charter school.

NAME	ADDRESS, CITY, ZIP	CHILD'S NAME	SCHOOL
[REDACTED]			

REDACTED

[REDACTED] New York, NY [REDACTED] Tel: [REDACTED] Fax: [REDACTED]

23-14



# VILLAGE ACADEMIES

THE RESULTS DRIVEN SCHOOL SYSTEM™

By signing this petition I am acknowledging that I have a son/daughter/foster child who attends a school in East Harlem. I support the Village Academies in creating a charter school.

**NAME    ADDRESS, CITY, ZIP    CHILD'S NAME    SCHOOL**

[REDACTED]

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REDACTED

[REDACTED] New York, NY [REDACTED] Tel: [REDACTED] Fax: [REDACTED]

*Village Academies is a New York Based Non Profit Organization*

23-16

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## 24. Impact on Existing Schools

*Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.*

The anticipated fiscal impact that the East Harlem Village Academy Charter School will have on the New York City school district is minimal.

In 2001-02, the New York City School District budget was \$11.53 billion. Assuming an increase of 3% per year, by 2003-04 the budget would be \$12.23 billion. The per-pupil funding provided to educate the children in our school in the same year, 2003-04, would be \$772,011. The fiscal impact toward the district in 2003-04, therefore, would be a reduction of approximately .006% in revenue.

### FISCAL IMPACT

Charter School Revenue	NYC District Budget	% Revenue Impact
\$772,011	\$12,230,000,000	.006%
\$1,590,342	\$12,596,900,000	.013%
\$2,457,079	\$12,974,807,000	.019%
\$3,374,388	\$13,364,651,210	.025%
\$4,344,524	\$13,764,972,746	.032%

Other than the New York City school district, we do not anticipate having any significant impact on any other public school district.

We anticipate little or no financial impact on private schools, as these are selected by families who have the means to pay private school tuition.

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**PROGRAMMATIC IMPACT**

Just as we expect our teachers — and ultimately our students — to be “boundaryless” learners, we aim to ensure that our school is a learning organization without any rigid boundary between us and other schools in our community and throughout New York City. Over time, we will look forward to sharing our school’s learning with interested educators, parents and policy makers. Whether by hosting visitors, attending or hosting conferences, or posting findings on our future website, we will hope to have a positive impact on the programmatic practices of local and national urban schools.

We anticipate some impact on parochial schools, over time, as some families select this option not for religious reasons but to escape the low expectations, poor achievement results, and lack of discipline and safety in their neighborhood public schools. As many of New York City’s parochial schools are falling on hard times, we expect our school may eventually attract interest from these families. This will bring more families back to public education, hence improving the standing of public education in New York City.

Section VI:  
**School  
Governance**

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## 25. Qualifications for Serving on The Board

*Attach the charter school's qualifications for service on the school's board of trustees.*

The East Harlem Village Academy Charter School considers service on the board of trustees to be a sacred trust. The primary qualification for board service is a commitment to placing student achievement and the best interests of children above all else.

Additional qualifications for board membership include but are not be limited to:

- An interest in improving access to quality education for all children regardless of race or economic status.
- Commitment to improving quality of life in East Harlem;
- The ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the school and a willingness to replace the Executive Director if results are less than satisfactory;
- Belief in the mission and values of the school; ability and willingness to give time and energy to the school;
- A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
- An ability to fairly and accurately represent the community and its needs and views, and to represent the school to the community;
- A willingness to accept and support decisions democratically made; and
- An ability to represent the school both in general and to the community.

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## 26. Proposed Board of Trustees

List the proposed members of the board of trustees for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed trustee who is named must complete the "Request for Information from Prospective Charter School Board Members" contained in the Appendix to the Application Kit.

Eva de la O

[REDACTED]  
New York, NY [REDACTED]

Tel/h [REDACTED]  
[REDACTED]

Harriet Mouchly-Weiss

[REDACTED]  
New York, NY [REDACTED]

Tel: [REDACTED]  
[REDACTED]

Bernadette Grey

[REDACTED]  
New York, NY [REDACTED]

Tel/h: [REDACTED]  
[REDACTED]

James Thompson

[REDACTED]  
New York, NY [REDACTED]

Tel/h [REDACTED]  
Tel/w [REDACTED]  
[REDACTED]

Donna Wilson-Brown

[REDACTED]  
White Plains, NY [REDACTED]

Tel/w [REDACTED]  
[REDACTED]

David Zwiebel

[REDACTED]  
Irvington, NY [REDACTED]

Tel [REDACTED]  
Fax [REDACTED]  
[REDACTED]

Catherine Viscardi Johnston

[REDACTED]  
Westport, CT [REDACTED]

Tel: [REDACTED]  
[REDACTED]

Andrew August

Penn State University  
Department of History

[REDACTED]  
Abington, PA [REDACTED]  
[REDACTED]

Deborah A. Kenny

[REDACTED]  
New York, NY [REDACTED]

Tel [REDACTED]  
Fax [REDACTED]  
[REDACTED]

REDACTED

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**EVA DE LA O**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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**Background – Eva de La O**

Please provide your educational and employment history. You may do so by attaching a resume.

**Please see my attached background information.**

Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**I was told about the opportunity by Assemblyman Adam Clayton Powell**

Please explain why you wish to serve on the board.

**To help improve education**

Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**Founder and Director of Musica de Camara Inc. A not-for-profit chamber music concert series (for 22 years).**

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

**To develop and oversee the aims of the charter school**

Please indicate specifically the knowledge and experience that you would bring to the board.

**Both knowledge and experience in music, music education and organizational experience.**

Please provide a forecast of where you see the school in one year and then again in four years.

**The first year: Established charter school**

**In four years: expanded charter school program with high levels of academic accomplishment and students who are well on their way to preparing for college admission and becoming young men and women capable of making a productive contribution to society**

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**Request the member resign forthwith**

Conflict of Interest

If you or your spouse know any of the other perspective board members, please so indicate the relationship.

N/A

If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

N/A

If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A

If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**Input in music program possible**

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

N/A

Educational Philosophy

Please provide your understanding of the school's mission and/or philosophy.

**To provide quality education to disadvantaged students**

Please indicate if you are familiar with the educational program that the school proposes to utilize.

**In theory - yes**

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**All of the aims stated in the application**

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Eva de La O

[REDACTED]  
New York, NY [REDACTED]

Te [REDACTED]

## EDUCATION

Juilliard School of Music  
Bachelor of Science in Music  
Major – voice/opera

Hunter College  
Graduate Studies / Ethnomusicology

City College (CUNY)  
Educational Psychology  
History of Education in the United States

New York University / Galatin Division

State University of New York  
Opera Seminar / Ghent State Opera, Belgium

Alberta Masiello / Metropolitan Opers  
Opera Master Class

Sanford Melssner / Neighborhood Playhouse  
Drama Class for Professionals

Music and Art High School  
(major: voice, minor: piano)

Central High School, San Juan, Puerto Rico  
(senior year)

Escuela Libra de Musica, San Juan, Puerto Rico  
(voice, theory, piano)

REDACTED

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Eva de La O

Page 2

**WORK AND ACADEMIC EXPERIENCE**

Musica de Camara Inc.  
Founder and Executive Director

York Preparatory School  
Music Department Chair

Adjunct Assistant Professor, Brooklyn College (CUNY)  
Music Department  
Puerto Rico Studies Department  
Curriculum Department

Manhattan Community College (CUNY)  
Black and Hispanic Studies Department  
History and Music

Kingsborough Community College  
Bi-Lingual Department  
Adjunct Assistant Professor

Mercy College (Dobbs Ferry Campus)  
Music History

Jr. High School 54  
Music Department Chair

Opera and Concert Experience (see attached)

**ACADEMIC AND PROFESSIONAL HONORS**

Presidential / National Endowment Award Nominee (1999)

Institute of Puerto Rican Culture / Arts Administration Award (1999)

Frank J. Noble Award / Lincoln Center for the Performing Arts (1998)

New York State Governor's Hispanic Americans of Distinction Award (1996)

Hispanic Magazine / Latina Excellence Award (1996)

El Diario La Prensa / Women of Distinction Award (1996)

The Pope Foundation for the Arts / Artist – Administrator Award (1994)

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Eva de La O

Page 3

EVA DE LA O, SOPRANO is a versatile artist who has won praise for her performances in musical theatre, opera, oratorio and concerts.

Backstage music critic, Jennie Shulman described her performance in Verdi's "Nabucco" as "a voice that seemed unbelievable; something out of the golden age of opera... when flawless tonal beauty was uppermost rather than fake glamour and high-pressure publicity campaigns."

Her performance with the Puerto Rico Symphony Orchestra in Debussy's "L'Enfant Prodigue" was lauded by music critic Sylvia Lamoutte of San Juan's El Nuavo Dia as "a total revelation... displaying a secure upper register which easily filled the large hall... as did her pianissimos which were delicate and emotive."

As part of the Quincentennial Festival, Ms. De La O sang a series of concerts of Art songs of the Americas after which Ron Emery, music critic for the Albany Times called her "a magical singer who sings with the fine art of the great lieder singers, never letting the voice overwhelm the delicacy of the poetic vision or its sophistication."

Preferring the bel canto style, Ms. De La O made her operatic debut in Ghent, Belgium and was presented in Spain's Santiago de Compostela Music Festival by the late Argentinian composer Alberto Ginasteta. A graduate of the Juilliard School of Music, she also trained with the acting coach Sanford Meisner and was directed by Garson Kanin on Broadway and Jose Ferrer Off-broadway.

Winner of the 1992 Pope Foundation Award, the artist is founder/director of the Music de Camara chamber music concert series since 1979 and has presented Puerto Rican classical musicians in concert in New York City. Ms. De La O has just recorded a CD of opera arias in Europe and has recently appeared as soloist with the Puerto Rican Symphony Orchestra in Beethoven's Ninth Symphony.

This year, she has been nominated to receive the National Medal of Arts given by President Clinton and the National Arts Council on the Arts.

**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**BERNADETTE GREY**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

1. Please provide you educational and employment history. You may do so by attaching a resume. **SEE RESUME/BIO**
  
2. Please indicate that you will be at least eighteen years old by January 1, 2002 **BORN [REDACTED]**
  
3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered. **I CAME TO KNOW VILLAGE ACADEMIES FOUNDER DEBORAH KENNY FOUR YEARS AGO WHEN WE WERE BOTH IN THE MAGAZINE PUBLISHING BUSINESS. I HAVE BEEN INTERESTED IN-AND EXCITED BY-THIS CHARTER SCHOOL SYSTEM CONCEPT-SINCE DR. KENNY FIRST CONCEIVED OF THE IDEA.**
  
4. Please explain why you wish to serve on the board. **I PASSIONATELY BELIEVE THAT OUR SOCIETY SHOULD ENTHUSIASTICALLY SUPPORT A FREE AND TOP- QUALITY EDUCATION TO ALL CHILDREN, PARTICULARLY ECONOMICALLY DISADVANTAGED URBAN CHILDREN. I SPENT 13 YEARS AT SCHOLASTIC INC. AND LEARNED SO MUCH ABOUT THE PUBLIC EDUCATION SYSTEM. IN ADDITION, I GREW UP ATTENDING PUBLIC SCHOOLS IN QUEENS AND ON LONG ISLAND. TODAY, MY OWN TWO CHILDREN ARE ATTENDING NEW YORK CITY PUBLIC SCHOOLS.**
  
5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity. **I AM ON ADVISORY BOARDS FOR THE NON-PROFIT ORGANIZATION DRESS FOR SUCCESS AND FOR MARIST COLLEGE'S SCHOOL OF COMMUNICATIONS. I 'M ALSO ON THE BOARD OF A COMPANY CALLED GOALQUEST, WHICH PROVIDES RECRUITING AND RETENTION SERVICES TO COLLEGES ACROSS THE COUNTRY.**

**REDACTED**

6. Please indicate your understanding of the appropriate role of a public charter school board member. **MY ROLE WOULD BE TO PROVIDE SUPPORT AND EXPERTISE TO THE LEADERS OF THE SCHOOL. I'D ALSO HOLD THE SCHOOL ACCOUNTABLE FOR CLEARLY DEFINED OUTCOMES; ENSURE PROPER FINANCIAL MANAGEMENT; HELP RAISE MONEY AND KEEP AN EYE ON BUDGETS; AND BE AN ADVOCATE AND FOR PUBLIC CHARTER SCHOOLS.**
7. Please indicate specifically the knowledge and experience that you would bring to the board. **1) AS A PARENT AND FORMER SCHOLASTIC VICE PRESIDENT, I KNOW A GREAT DEAL ABOUT NEW YORK CITY PUBLIC SCHOOLS. (I'VE ALSO PARTICIPATED IN PENCIL'S PRINCIPAL FOR A DAY PROGRAM FOR A NUMBER OF YEARS) 2) AS AN ADVISORY BOARD MEMBER FOR DRESS FOR SUCCESS, I'VE BEEN INVOLVED IN THE NON-PROFIT WORLD FOR A NUMBER OF YEARS; 3) AS A PUBLISHING EXECUTIVE, I'VE RUN AND LED ORGANIZATIONS; 4) AS THE FORMER EDITOR-IN-CHIEF OF WORKING WOMAN MAGAZINE, I HAVE MANY CONTACTS IN THE BUSINESS WORLD.**
8. Please provide a forecast of where you see the school in one year and then again in four years. **IN ONE YEAR—THE SCHOOL WILL HAVE RECEIVED GREAT NOTICE. THERE WILL BE A WAITING LIST; MANY PEOPLE WILL WANT TO PARTICIPATE IN THE SUCCESS OF THIS SCHOOL. IN FOUR YEARS—THIS SCHOOL WILL BE A MODEL FOR OTHER PUBLIC CHARTER SCHOOLS ACROSS THE COUNTRY. IT WILL BE ONE OF MANY CHARTER SCHOOLS RUN BY VILLAGE ACADEMIES.**
9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? **WE'D CONDUCT A SPEEDY, FAIR, AND THOROUGH INVESTIGATION.**

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship. **NO**
11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship. **NO**
12. If you or your spouse know anyone who plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business. **NO**
13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. **VILLAGE ACADEMIES FOUNDER DEBORAH KENNY**

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14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. **NO**
15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. **NO**
16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. **NO**

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. **MOST IMPORTANTLY, THIS SCHOOL WILL ENSURE QUALITY EDUCATION FOR ITS STUDENTS BY BEING RESULTS DRIVEN. BECAUSE OF ITS UNRELENTING FOCUS ON ACADEMIC RIGOR, RESPECT, AND PASSIONATE TEACHING, IT WILL BE AN ENVIRONMENT WHERE EXCELLENT EDUCATORS THRIVE.**
18. Please indicate if you are familiar with the educational program that the school proposes to utilize. **YES, I'M VERY FAMILIAR WITH THE PROGRAM. I'VE SPOKEN TO VILLAGE ACADEMIES AT LENGTH AND HAVE READ ALL AVAILABLE RESOURCES ON CHARTER SCHOOLS AND ON THE VILLAGE ACADEMIES MISSION.**
19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? **A SUCCESSFUL SCHOOL CREATES AN ENVIRONMENT WHERE STUDENTS LOVE TO LEARN AND TEACHERS LOVE TO TEACH. BOTH SHOULD FEEL A STRONG SENSE OF CONNECTION AND BELONGING. THE SCHOOL SHOULD HAVE HIGH EXPECTATIONS OF ITS STUDENTS, THE PARENT BODY, THE TEACHERS, AND THE SCHOOL LEADERS. WE SHOULD EXPECT PASSION AND EXCEPTIONAL PERFORMANCE FROM EVERYONE INVOLVED WITH THE SCHOOL. THE BOARD HAS TO HOLD VILLAGE ACADEMIES, SCHOOL LEADERS, TEACHERS, AND STUDENTS ACCOUNTABLE TO THE RESULTS-DRIVEN CONCEPT. AND WE'LL MAKE SURE THAT EVERY DOLLAR IS WELL-SPENT.**

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## Bernadette Grey

Bernadette Grey is a highly respected and quoted authority on women's issues as well as business, financial, and workplace topics. A writer, editor, and spokesperson, she speaks frequently at business and women's conferences worldwide and is often interviewed by national television programs and the press. For two years, she hosted a daily syndicated segment for CBS Radio and was an MSNBC correspondent.

Until January 2001 Grey was Senior Vice President, Editorial Director, of the Working Woman Network, which included Working Woman and Working Mother magazines, workingwoman.com, and the National Association of Female Executives (NAFE).

For three years she served as Editor-in-Chief of Working Woman magazine. Working Woman had a 625,000 circulation and reached more than three million readers each month. During her tenure, Grey established such annual features as the Working Woman 500, the first list of America's largest women-owned businesses, and the Top 25 Companies for Female Executives. She also introduced Working Woman's annual Entrepreneurial Excellence Awards, the first-ever awards program to identify and celebrate women entrepreneurs.

Prior to Working Woman, Grey spent 12 years at Scholastic Inc., where she served as Vice President and Group Editorial Director for the Scholastic SOHO Group. That division included Home Office Computing and Small Business Computing magazines, smalloffice.com, SOHO Custom Publishing, a book division, and other ventures. In the mid-eighties she was a senior editor at Family Computing magazine.

She serves on the boards and/or advisory boards for goalquest.com, Dress for Success, Marist College, and the Center for Gender Equality. She is a member of the American Society for Magazine Editors.

Grey is [REDACTED] She lives in Manhattan [REDACTED]

### CONTACT INFORMATION:

Bernadette Grey  
[REDACTED]

New York, NY [REDACTED]  
[REDACTED]

berngrey@aol.com

REDACTED

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**Name: Donna M. Wilson**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

19. Please provide you educational and employment history. You may do so by attaching a resume.

**Please refer to my resume which is attached herewith.**

20. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

21. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**Deborah Kenny asked if I would be interested in becoming a member of the board. I originally met Dr. Kenny by chance several years ago while at a train station. We have since become friends and have stayed in touch over the years. We both share a passion for community service.**

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

**I have always been actively involved in urban economic development and in causes that benefit disadvantaged children. When I heard about this opportunity, it fit into my priorities and I felt compelled to use my talents and energies to contribute to this important project. While I have served on a variety of boards over the years, this organization seems uniquely mission-driven, focused and poised to succeed.**

Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**As my resume indicates, I have served on numerous boards of not-for-profit as well as educational and community service organizations.**

23. Please indicate your understanding of the appropriate role of a public charter school board member.

**A charter school board must, like other boards, ensure that the organization is meeting its core objectives and is managed in a fiscally sound manner. In addition, we are trusted with the sacred duty of ensuring that each child in our school is provided with the highest quality education. While we will delegate the daily responsibilities to the Director of the organization, Dr. Kenny, it is still the board's responsibility to ensure that the Director is carrying out those duties in a satisfactory manner.**

24. Please indicate specifically the knowledge and experience that you would bring to the board.

**I will contribute extensive experience in finance, specifically expertise in urban economic development, and the CRA program. In addition I will contribute as someone who has been an experienced board member in various organizations serving disadvantaged youth.**

25. Please provide a forecast of where you see the school in one year and then again in four years.

**It is my understanding that students will enter the school several levels below grade level in academic achievement. In one year the school will have established expectations for excellence and the students will have improved academically, particularly in math and reading (which the school is emphasizing). In four years, I would hope that all students will be close to grade level or at grade level, and will be on their way to a successful life path including a college education.**

26. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**We would assess the situation, gather all relevant facts, secure outside counsel, then deliberate together as a board. Most likely, if the allegations were proven true, the board member would be asked to resign immediately.**

#### Conflict of Interest

27. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

**I know Deborah Kenny, and do not know any other board members.**

28. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**None to our knowledge.**

29. If you or your spouse know anyone who plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

None to our knowledge.

30. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A

31. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

32. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No

33. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No

#### Educational Philosophy

34. Please provide your understanding of the school's mission and/or philosophy.

**The school's mission, as stated in the charter application, is clear and compelling. This mission is for students to graduate from college and contribute to their communities and nation.**

35. Please indicate if you are familiar with the educational program that the school proposes to utilize.

**While I am not an expert in curriculum, my understanding of the basic educational program is that we plan to hold all students to the highest levels of academic achievement, and to work very hard in the early years on remediation to catch them up to grade level. I understand the school will provide a classic liberal arts education – reading, writing, math, social studies, science, and Spanish – and that we will have a longer school day, a longer school year, and will recruit quality teachers and provide them with professional development to continually improve their craft.**

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36. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**A successful school is marked by students who are achieving at grade level or above; who are motivated and disciplined and courteous. In addition, a successful school is one with high quality teachers who are masters of their subjects as the charter application has indicated. To ensure its success, the board must select a strong school leader and support that leader in every way possible. In addition, the board should contribute, each individual in his or her own way, to the school's success.**

Donna M. Wilson

White Plains, NY

Home  
Office

- 6/94 - Present [REDACTED] **NEW YORK, NY**  
**Senior Vice President - Director of Community Affairs.** Responsible for coordinating community affairs and social responsibility activities throughout the company. Responsible for managing and overseeing community related activities for the purposes of assuring a positive image and uncovering potential risks and developing solutions nationally. Additional responsibilities include being a member of [REDACTED] board, and assisting with staffing the Community Reinvestment Committee of the board of directors.
- 3/93 - 5/94 **BANK OF BOSTON** **BOSTON, MA**  
**Vice President - Community Development.** Ascertain credit needs of First Community Bank census tract communities and develop appropriate products and programs with a credit focus. Primary line representative with governmental agencies, community groups and non-profit entities. Evaluate and implement external programs sponsored by Federal, State or City agencies. Assist in training junior staff on CRA ending policies and account administration. Act as Senior Officer on major non-profit projects.
- Manage First Community Bank Public Relations efforts for all major events.
  - Liaison to External Affairs Department and Marketing Division on all Bank of Boston CRA advertising and public relations efforts. Responsible for oversight of all First Community Bank internal and product and sales materials for use within the bank for market outreach.
- 7/92 - 2/93 **Vice President - New England Retail Sales Manager.** Establish strategic direction for and direct the day-to-day activities of four Consumer Finance Sales Specialists, Outbound Telemarketing Center and New England Loan Phone area, whose chief contribution is the direct sale of Consumer Loan products as well as the support of branch initiated sales efforts.
- Create, implement and manage the New England wide Consumer Finance sales programs in conjunction with the five Retail Sales Managers, while negotiating volume and unit sales goals.
  - Design sales tracking and measurement programs to support the New England wide sales campaign. Develop strategic calling plans, incentive programs, selection of demographics for targeted outbound telemarketing calling efforts.
  - Manage six direct reports, two supervisors and twenty-five indirect reports.
  - Direct the sales activities and overall sales effectiveness of the New England wide Loan Phone Department.
- 4/90 - 6/92 **Assistant Vice President - Commercial Business Development Officer.**  
 Responsible for developing commercial lending and depository relationships with companies with annual sales of \$75 million or less.
- 3/89 - 3/90 **BAYBANK BOSTON** **BOSTON, MA**  
**Commercial Business Development Officer.** Responsible for developing commercial relationships with companies with annual sales of \$5 million or less.
- 9/88 - 2/89 **STATE STREET BANK & TRUST COMPANY** **BOSTON, MA**  
**Account Administrator.** Responsible for establishing and maintaining a large portfolio of business customers.
- Actively implement a large number of stock trades. Research customer problems and responsible for the closure and transfer of securities for business accounts.

REDACTED

- 7/87 - 8/88      **RAINIER NATIONAL BANK**      **SEATTLE, WA**  
**Personal Banker Associate.** Responsible for developing and maintaining customer relationships by activity cross-selling Rainier BanCorporation products and services. In addition, authorized to approve consumer loans up to \$10,000.
- 8/86 - 7/87      **Technical Support Specialist.** Support the establishment and maintenance of customer relationships by providing technical and clerical support to the sales department.
- 2/86 - 7/86      **New Loans Support Specialist.** Responsible for quoting payoffs on consumer loans, and researching paid loans for releasing of titles to Department of Licensing.
- 7/84 - 1/86      **Customer Service Specialist.** Responsible for maintaining customer service by handling cash and non-cash transactions.

**EDUCATION**

Masters in Education (emphasis in Integrated Studies)	1992
University of Maryland	1982 - 1984
Catonsville Community College	1980 - 1982
Franklin Senior High School	1980

**BOARDS**

- Manchester Neighborhood Housing Services - Trustee
- Boys & Girls Clubs of America - Trustee
- Wilberforce University - Trustee
- Develop Total Resources - Board Member
- FannieMae Housing Impact Advisory Council

**MEMBERS**

- The Executive Leadership Council and Foundation
- National Association of Urban Bankers
- The National Association of Female Executives
- The National Black MBA
- The Urban Bankers Coalition

**AWARDS**

- 2001 - Outstanding Community Service - Elmcors Youth and Adult Activities, Inc.
- 2000 - Women in Affordable Housing - Westchester Interfaith Housing Corporation
- 2000 - Women's Achievement Award - Commission on the Status of Women
- 1998 - Community Excellence Award - Puerto Rican Family Foundation
- 1998 - African Americans in Finance - Suburban Styles
- 1998 - Miracle Makers Award - Miracle Makers Inc.
- 1998 - CRAINS - Top 100 Minority Executives
- 1998 - CRAINS - Top 40 Under Forty
- 1998 - Network Journal - Top 40 Under Forty
- 1997 - Outstanding Community Investment Awards from Social Compact
- 1997 - Corporate Leadership Award from Manchester Neighborhood Housing Services
- 1996 - Profiles In Excellence - Community Service Award from the East Fulton Street Group
- 1995 - Outstanding Women in America from the YWCA
- 1994 - Outstanding Service and Special Recognition from Boston Urban Bankers Forum
- 1994 - Outstanding Service and Special Recognition Greater Roxbury Chamber of Commerce
- 1991 - Outstanding Sales Performance from Bank of Boston

**PERSONAL** [REDACTED]

REDACTED

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**Catherine Viscardi Johnston**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

**Please see bio.**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**I am one of the original founders of Village Academies together with Dr. Kenny. We began discussing the idea in the summer of 2001 and we planned and developed the school together.**

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

**This project has become a personal passion as I have always been a strong advocate of teachers. I am committed to Village Academies and interested in serving on the board as I believe it will make a difference in the lives of hundreds and possibly thousands of children who would otherwise have no access to quality educational options.**

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**I currently serve on the Board of Trustees of Manhattanville College.**

6. Please indicate your understanding of the appropriate role of a public charter school board member.

A charter school board member is entrusted with providing a quality public education to its students. The responsibilities of the board members include fiscal and programmatic oversight, while day-to-day management of the school is delegated to the Executive Director.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

**I have extensive experience in business management, including financial planning, marketing and staff management.**

8. Please provide a forecast of where you see the school in one year and then again in four years.

**Within the first year the program will just begin to develop. However within four years I believe Village Academies will be one of the most successful public charter schools in New York.**

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**In a professional and discreet manner, investigate the situation. Ensure that we are in compliance with all applicable laws and regulations. If the allegations are proven accurate the board member would most likely be asked to resign.**

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

**I know Deborah Kenny, Harriet Mouchly Weiss, David Zwiebel, Pam Fields and have recently met other board members. My husband has recently met Deborah Kenny.**

11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**None to our knowledge.**

12. If you or your spouse know anyone who plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**None to our knowledge.**

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

**N/A**

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14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No

Educational Philosophy

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

**Our mission is to prepare students of fine character who graduate from college and contribute to society.**

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

Yes.

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**The characteristics of a successful school would include: students who are working hard, passionate about learning; improvements in academic success as measured by various assessments, including standardized tests; and teachers who are effective and passionate about their craft. To ensure the success of the school the board needs to ensure that there is an effective, committed leader managing the school, who is supported by the board and held accountable for results.**

## CATHERINE VISCARDI JOHNSTON

Catherine Viscardi Johnston joined [REDACTED] in 1977 and was named Executive Vice President in 1996, making her the highest ranking female executive in the company. She is widely recognized in the publishing industry as an innovative and dynamic leader.

As one of only four members of [REDACTED]'s executive team, her responsibilities centered on management of overall ad sales, including budgeting and strategic planning for all 17 [REDACTED] titles. She also directed corporate selling strategies; marketing research and was a key member of the development committee for [REDACTED]'s Internet division, [REDACTED]. Under Ms. Viscardi Johnston's leadership, [REDACTED] achieved record ad pages, revenues and profits during 1997, 1998 and 1999. She is credited with the development of one of [REDACTED]'s greatest assets, its powerful Advance Marketing Database, which holds extensive marketing information on 16 million of the most desirable consumers in America and is the largest first-hand source of brand-related data in the US. The database is now a state-of-the-art strategic tool for growth in [REDACTED]'s circulation and advertising sales efforts.

During Ms. Johnston's tenure as Executive Vice President at [REDACTED] she played a key role in the acquisition of Wired Magazine and oversaw all elements of its integration into the corporation, including editorial, advertising, production and circulation. She was also responsible for the development of innovative special publications designed to attract new readers and new categories of advertising to the company - - most notably, *Currency*, which was published in April 1998 and established financial services as the company's third largest category of advertising.

Ms. Viscardi Johnston spent the greater part of a twenty-three year career in publishing rising through the ranks at [REDACTED]. She has also worked at News Corporation under Rupert Murdoch as Publisher of *Mirabella* and at Primedia as Advertising Director of *New York Magazine*.

In 1989, Ms. Viscardi Johnston was awarded membership in the YWCA Academy of Woman Achievers in American Business. In 1997, she was honored by the Junior League of Long Island, with the 1997 Woman of Achievement Award, and *Advertising Age*, as one of the 25 Women to Watch in Marketing. In 1998, Manhattanville College awarded her their 1998 Women's Leadership Award. More recently, she was named one of New York's 100 Most Influential Women in Business by *Crain's New York Business*. She serves on the Board of Directors of the Zefer Corporation, Sticky Networks and the Ad Council and on the Board of Trustees of Manhattanville College.

Ms. Johnston's influence also goes beyond the business arena. As an accomplished speaker and recognized leader, she recently came forward publicly to share her personal encounter with and recovery from breast cancer, using her influence to empower and support other women.

Ms. Viscardi Johnston [REDACTED]  
[REDACTED] currently reside in Westport, CT.

REDACTED

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**Name: Andrew August**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

1. Please provide you educational and employment history. You may do so by attaching a resume.

**Attached.**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**Dr. Kenny shared the idea for the school with me and I thought it was a very exciting proposal.**

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

**I am very concerned with the quality of education in our public schools. It is essential that all children develop academic and personal skills in school. The imperative is even more pressing for students from economically disadvantaged backgrounds, as education can provide opportunities not otherwise available. The proposal describes a promising attempt to help students gain crucial skills and be in a position to achieve economic security and contribute to their communities.**

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**I have served on the advisory board of the Abington College of The Pennsylvania State University and have nearly fifteen years experience as a faculty member in a variety of higher education settings. I have also worked with high school-age students as a youth leader and as a volunteer in a basic literacy program for adults in Newark, NJ.**

6. Please indicate your understanding of the appropriate role of a public charter school board member.

**A board member should be committed to the vision of the school. He or she should make sure that the school's leadership effectively implements these goals, maintains fiscal stability, and fulfills the legal requirements for charter schools.**

7. Please indicate specifically the knowledge and experience that you would bring to the board.

**I have taught history and basic skills at a number of institutions of higher education. I have also chaired a task force to evaluate basic skills education in the first year of college, which has given me some insight into the challenges facing "consumers" of high school graduates. My experience also extends to the development of history curricula on the college level at two institutions.**

**Prior to my professional involvement in higher education, I served as a youth leader for high-school age young people and helped develop innovative educational programming for them.**

8. Please provide a forecast of where you see the school in one year and then again in four years.

**The key achievement for the first year will be to recruit an outstanding faculty and staff and develop the ideas in the proposal into a dynamic and effective program.**

**In four years, the school will have established a documented record of success in developing the academic and personal skills of hundreds of students. It will have developed a culture of achievement and respect and become a significant presence in its neighborhood.**

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**It is essential that the highest standards of integrity be demanded of members of the board. At the same time, high standards of fairness should be applied. Thus, an investigation into the facts of the case must be thorough and fair, in accordance with the law. Board members who violate the established standards should be dismissed from the board.**

#### Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

**I have known Dr. Kenny for many years. We were both active in youth leadership. I am not acquainted with any other prospective board members.**

11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**N/A.**

12. If you or your spouse know anyone who plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**N/A.**

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A.

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A.

15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No.

#### Educational Philosophy

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

**The school is dedicated to developing the academic skills and intellectual potential of young people in this neighborhood. It also seeks to establish a community based on respect and caring to nurture students through its rigorous curriculum and develop their personal skills. Crucial to this is the cultivation of an outstanding faculty working collaboratively and creatively.**

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

**I am familiar with the program and have reviewed the history curriculum in particular.**

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**A successful school should have a well-defined set of goals. It must create a culture in which learning and achievement are valued and all individuals are respected. Most importantly, it needs a committed and effective body of teachers.**

**The board should oversee the operation of the school to ensure that it achieves the goals outlined in the proposal. The board should demand evidence of success through outcomes that show achievement.**

Andrew G. August  
 Department of History, Abington College  
 Penn State University

Abington, PA

**CURRENT POSITION:**

**The Pennsylvania State University:**

2001-Present: Associate Professor of History, Abington College

1995-2001: Assistant Professor of History, Abington College.

**EDUCATION:**

**Columbia University:**

Graduate School of Arts and Sciences, Department of History

PhD., 1993

M.Phil., 1987

M.A., 1985.

**University of Michigan:**

College of Literature, Science and the Arts, Department of History

B.A., 1984.

**RESEARCH AND PUBLICATIONS:**

Poor Women's Lives: Gender, Work and Poverty in Late-Victorian London (London and Toronto: Associated University Presses, Madison, NJ: Fairleigh Dickinson University Press, 1999).

The British Working Class, 1840-1940 (Harlow, Essex: Longman, Forthcoming, 2004).

"A Culture of Consolation?: Rethinking Politics in the London Working Class, 1870-1914," Historical Research 74 (2001).

"The Reader's Journal in Lower-Division History Courses: A Strategy to Improve Reading, Writing and Discussions," The History Teacher 33 (2000).

"How Separate a Sphere? Poor Women and Paid Work in Late-Victorian London," Journal of Family History, 19 (1994).

"The Other Side of 'Outcast London': Women in Three Poor Neighborhoods," PhD Thesis, Columbia University, 1993.

"Patterns of Women's Union Membership: England and Wales at the Turn of the Twentieth Century," MA Thesis, Columbia University, 1985.

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Andrew G. August  
Page 2

### **OTHER ACADEMIC POSITIONS**

**New York University, New York, New York:**

1993-1995: Adjunct Assistant Professor, School of Continuing Education

1990-1993: Adjunct Lecturer, School of Continuing Education.

**Drew University, Madison, New Jersey:**

1993-1995: Adjunct Assistant Professor, Department of History

1992-1993: Adjunct Lecturer, Department of History.

**New School for Social Research, New York, New York:**

1993: Part-time Faculty, Eugene Lang College.

**Columbia University, New York, New York:**

1988-1992: Instructor, Department of History

1985-1987: Teaching Assistant, Department of History.

**Yeshiva University, New York, New York:**

1991: Adjunct Instructor, Humanities, Stern College.

**Essex County College, Newark, New Jersey:**

1988-1991: Adjunct Professor, Humanities.

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**Deborah A. Kenny**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

1. Please provide your educational and employment history. You may do so by attaching a resume.

**Attached.**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**I am a founder of the proposed charter school.**

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

**To ensure that the mission of the proposed school is achieved.**

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**I have not previously served on the board of a school district. I have not previously served on the board of a non-public school. I have experience serving on the boards of not-for-profit organizations, e.g. the Domestic Abuse Prevention Program. In addition, I have extensive not-for-profit management experience, particularly in the field of youth leadership. I have served as a local Chapter President, State Education Director, and National President (all volunteer positions) of a national youth organization, Young Judaea (sponsored by Hadassah).**

6. Please indicate your understanding of the appropriate role of a public charter school board member.

**The board must ensure that the mission of the charter school is achieved, through oversight of the school's director and through regular and thorough review of independent reports of the school's activities and progress. The board's role is also to ensure that the school is operating in compliance with all federal and state laws; supervise the auditing of the admissions lottery; and supervise auditing of programmatic quality and fiscal solvency. In addition, the board should provide support and resources to help the school succeed. Finally, the board should assist the director with effective**

**communications and relations among all constituents: the school's staff, parents, students, board and community at large.**

7. Please indicate specifically the knowledge and experience that you would bring to the board.

**I would contribute to the board through eighteen years of experience in the fields of education, youth leadership and business management.**

**Education and Educational Administration**

- Ph.D., Education, Columbia University, Teachers College; developed teacher training course in curriculum development based on Bloom's taxonomy
- Teacher, Philadelphia Certification, Board of Jewish Education
- Tutor, University of Pennsylvania
- University Administration: Supervisor of Resident Administration, Stern College

**Youth Leadership and Non-Profit Management**

- Youth leadership and leadership training: National President, Young Judaea (10,000 member youth organization) – chaired National Executive Board
- State Education Director, Young Judaea – developed and led quarterly educational conferences for 300 high school students; wrote curriculum guides
- Instructor, Malot Program for At-Risk High School Students

**Business Management (Expertise in Children's And Parenting Markets)**

- President, Sesame Street publishing division
- Vice President, Marketing and Business Development, The Parenting Group – Time Warner (launched Hispanic parents magazine)

8. Please provide a forecast of where you see the school in one year and then again in four years.

**Within one year, I anticipate that we will have established the foundation for the school's success, including a culture of high expectations for both academic achievement and fine character (as exhibited through positive behavior). We will have acclimated students to a rigorous academic experience, and increased student achievement levels particularly in reading and math. Within four years, I envision an experienced, effective staff that is both individually effective in the classroom as well as mutually supportive as a team of educators, and a student body that is improving in academic achievement each year. I also envision the older students seeing themselves in a leadership role, as mentors and role models for the new students.**

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**I would immediately consult with expert advisors with key board members to review the situation, and to develop a plan for investigation and subsequent action that is: 1) professional, fair and thorough, and 2) in compliance with all applicable federal, state and city laws and regulations. In addition, I would endeavor to handle the matter in a way that would minimize any negative repercussions to the students, parents or school community.**

Conflict of Interest

10. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

**I know all of the prospective board members.**

11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.
- N/A
12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
- N/A
13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
- N/A
14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
- N/A
15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
- No.
16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
- None.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy.
- The school's mission is to prepare students of fine character who graduate from college and contribute meaningfully to their families, communities and nation.**
18. Please indicate if you are familiar with the educational program that the school proposes to utilize.
- Yes, I am intimately familiar with the program.**
19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
- Characteristics of a successful school include a clear mission that is embraced and understood by all stakeholders, strong leadership, excellent teachers, an empowered principal (i.e. with hiring and firing authority, and control of budget), and a system and culture of accountability for results. Among other responsibilities, the board will need to ensure that the school leadership is provided with adequate resources and support.**

## DEBORAH A. KENNY

Deborah Kenny has eighteen years experience in education and business management, with expertise in youth leadership development. She holds a Ph.D. and M.A. from Columbia University Teachers College in comparative international education and a B.A. from the University of Pennsylvania. While at Teachers College, Dr. Kenny developed a teacher-training course in curriculum design based on Bloom's taxonomy of educational objectives. She has been a classroom teacher, a national youth leader and program leader for at-risk high school students.

Dr. Kenny's business management experience and interest has focused on parenting and children. She has served as the Group President of Sesame Street Publishing, and as Vice President of Marketing and Business Development for Time Warner's Parenting Group. She has developed a variety of new educational publications and product lines such as educational toys, literacy programs, parenting books, children's magazines and a Spanish-language parenting magazine.

Prior to this, Dr. Kenny served as Supervisor of Residence Administration of Stern College in New York. In this capacity she was responsible for site operations, student counseling, parent communications and emergency management for 600 college students.

Dr. Kenny was selected in 1997 as one of twelve women in the U.S. for the Leadership Foundation Fellowship, a program sponsored by the International Women's Forum and Harvard University.

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**HARRIET MOUCHLY WEISS**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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Background

1. Please provide you educational and employment history. You may do so by attaching a resume.

**Background information attached.**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes.**

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**I became aware of the concept for Village Academies almost one year ago through Deborah Kenny and I volunteered to help support the project and to join the board.**

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

**I have a long-standing interest in social activism, corporate social responsibility, and public education.**

Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**While I have not served on the board of a school district, I have served on many non-profit boards over the years.**

5. Please indicate your understanding of the appropriate role of a public charter school board member.

**To ensure the fiscal solvency of the school; to ensure compliance with all applicable regulations and policies; and to ensure the leader of the school is carrying out the mission as defined in the charter application.**

6. Please indicate specifically the knowledge and experience that you would bring to the board.

**I will bring over three decades of experience in communications, business start-up and management, and crisis management.**

7. Please provide a forecast of where you see the school in one year and then again in four years.

**In one year the school will have set up the framework for success through a carefully planned development and start-up period. Within four years the school should be well on the way to achieving the goals outlined in the charter application.**

8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**Establish a small committee to immediately, confidentially and thoroughly investigate the situation. If the allegations are proven true, the board member would be asked to resign.**

Conflict of Interest

9. If you or your spouse know any of the other prospective board members, please so indicate the relationship.

**I have known Deborah Kenny for many years, and more recently I have come to know Cathy Viscardi and David Zwiebel.**

10. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**No.**

11. If you or your spouse know anyone who plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**No.**

12. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

**N/A**

13. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**N/A**

14. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**No**

- 
15. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No

Educational Philosophy

16. Please provide your understanding of the school's mission and/or philosophy.

**The mission of the school is to prepare young men and women who successfully graduate from college and contribute to society.**

17. Please indicate if you are familiar with the educational program that the school proposes to utilize.

Yes.

18. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**The most important element of a successful school is strong leadership. The most important step the board can take, therefore, is to ensure that there is a highly qualified, strong leader selected for the school and that he/she is supported in every way possible.**

**HARRIET MOUCHLY-WEISS**  
Managing Partner

Harriet Mouchly-Weiss, a founder and managing partner of [REDACTED] has won industry-wide recognition for her work in the communications field. Over the last 30 years she has earned a reputation as a bold thinker, astute strategist, and firm believer in communications programs that incorporate a component of social responsibility.

Her experience includes development of corporate planning and marketing strategies, as well as crisis management for leading multinational companies, among them Hess Oil, Bahlsen, Volkswagen, and Hilton International; for associations like The Toy Industry Association, Inc. (TIA) and Infant Food Manufacturers (IFM); and for institutions, such as New York University Medical Center. She has also created highly successful export and investment promotion programs for Japan, Thailand, Jamaica, Bangladesh and Malaysia, and she has established herself as a key advisor to heads of government, senior government ministers, and CEOs of Fortune 500 companies, providing guidance and vision in communications management.

Before founding [REDACTED] Mrs. Mouchly-Weiss was president of GCI Group International, spearheading its emergence as one of the world's leading international public relations and marketing agencies, with a global network of 21 offices. She also served as Chairman of Ruder Finn & Rotman International Partners, an innovative group of independent public relations consultancies located in North America, Europe, the Far East and Latin America.

Earlier in her career, she owned and operated a public relations firm in Israel, where she worked with the Prime Minister's office, the Ministry of Commerce & Industry, the Ministry of Finance and private corporations.

Listed in *Who's Who in America*, Mrs. Mouchly-Weiss is actively involved in a number of professional organizations both in the U.S. and abroad. She is a member of the Committee of 200, a professional organization of preeminent businesswomen who personify the spirit of entrepreneurship and business leadership in the United States. She also serves on the boards of the Friends of the United Nations; of The American Academy of Rome; of The Chinese Foundation of Culture and Arts for Children; of The Abraham Fund; of the Israel Policy Forum; of the Women's Executive Circle of the UJA-Federation of New York, and is an advisor to the State of the World Forum. In addition, she works with the Council on Economic Priorities and is on the board of the newly created Count-Me-In micro-lending group. Finally, she is an active member of the Board of Viisage Technology, Inc., a division of LAU Technologies; of the Board of American Greetings; and of the Board of Overseers for the Malcolm Baldrige National Quality Award Program.

Mrs. Mouchly-Weiss holds a bachelor of arts degree from Muhlenburg University and a master's degree in psychology from Hebrew University. She lives [REDACTED] in New York City.

REDACTED

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**James Thompson**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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**Background**

1. Please provide your educational and employment history. You may do so by attaching a resume.

**(See Resume)**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Birth Date:** [REDACTED]

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**Sarah Kass first told me about this project, and seeing my enthusiasm suggested that I may want to serve as a board member.**

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

**Serving on the Board gives me an opportunity to help create a school that will provide a unique education to the children and families in the community.**

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**Gives me an opportunity to help improve the educational opportunities of the children in this community.**

6. Please indicate your understanding of the appropriate role of a public charter school board member.

**The appropriate role of a charter school is to provide instruction to children that will prepare them with the skill required to advance to the next level of education.**

7. Please indicate specifically the knowledge and experience that you would bring to the board.

**REDACTED**

**I have good understanding of the needs of students today. I have worked as the NYC Director for the Foundation of Excellence Schools for six year, supporting programs at 10 different High schools and Middle Schools in the Bronx, Brooklyn and Harlem.**

8. Please provide a forecast of where you see the school in one year and then again in four years.

**Not sure**

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**The proper way of approaching this situation is to address the board member directly. Allow for clarification and then act appropriately. The board member should be asked to reframe from self-dealing or asked to leave the board.**

Conflict of Interest

10. If you or your spouse know any of the other perspective board members, please so indicate the relationship.

**I know of none.**

11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**We know none**

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**We know none.**

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

**We know none.**

14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**We are have no contractual or management interest with an educational provider.**

- 
15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**There is no business I plan to do with the educational service provider and/or the school.**

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

**There are no ethical or legal conflicts of interests in serving on the school board.**

Educational Philosophy

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

**The school is result driven. Students, parents, teachers and administrator will be held accountable.**

18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

**Yes, I am familiar with the educational program.**

19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**A successful school will have all participants as stakeholders in the education process and achievement. The characteristics of a successful school will have good leadership, an adequate budget, excellent teachers and staff, involved parents, and motivate students.**

**James C. Thompson**[REDACTED]  
New York, NY [REDACTED]

Home [REDACTED]

Work [REDACTED]

Cell [REDACTED]

**CAREER HIGHLIGHTS**

Ten years experience developing, directing, and promoting diverse programs for higher educational institutions. Recruited and managed volunteers; cultivated talent, loyalty, and dedication. Fostered excellent alumni and institutional relationships. Greatest strength is ability to build highly successful networks and provide impetus for measurable outcomes.

**EDUCATION EXPERIENCE****Assistant Head of School for Admissions and Financial Aid (2000 – present)**

[REDACTED], Riverdale, New York

Manage nine full time staff members (three directors of admissions and six officers).

Oversee all areas of admissions and financial aid for the three divisions of [REDACTED] which includes an operating budget of \$800,000. Administer financial awards for 355 families totaling \$4,500,000.

**Special Gifts Officer (1999 - 2000)***Columbia University, Manhattan, New York*

Cultivated, solicited and stewarded gifts of \$5,000 and above for the Columbia Boathouse Project.

Maintained portfolio of approximately 250 prospects.

**Development Officer (1996 - 1998)***Columbia University, Manhattan, New York*

Managed 250 active Graduate School prospects that have the capability and inclination to make gifts in the \$5,000 to \$50,000 range. Managed all special events for the Graduate School of Arts and Sciences (GSAS). Directed GSAS Alumni Relations Program.

**Administrative Associate (January 1995 - 1996)***Princeton University, Princeton, New Jersey*

Directed the School of Engineering and Applied Science (SEAS)

Graduate Annual Giving Program. Wrote annual giving appeal letters. Recruited, trained, and solicited volunteers for SEAS Annual Giving Program. Developed SEAS telephone solicitation program. Oversaw all special events for the School. Organized Leadership Council meetings and Gordon Wu Lectures. Developed strategies to raise money for the Dean's Educational Fund. Cultivated and solicited donors for SEAS.

**Associate Director, Annual Fund (1994 - 1995)***Middlebury College, Middlebury, Vermont*

Directed Reunion Class Fundraising Program for the Annual Fund. Managed reunion budget. Wrote annual fund appeals for reunion classes. Supervised professional and reunion support staff, and recruited, trained and solicited volunteers for 15th and 20th reunion classes. Solicited non-reunions special gift prospects. Developed and directed Matching Gift Program, Telephone Solicitations, and Senior Gift Program.

**Assistant Director, Annual Fund (1992 - 1994)***Middlebury College, Middlebury, Vermont*

Cultivated and solicited 10th and 15th reunion special gift prospects. Managed Class Agent Program. Recruited reunion leadership volunteers. Managed Annual Fund advertising. Coordinated Young Alumni Reunions. Developed and directed Matching Gift Program, Telephone Solicitations and Senior Gift Program.

**Case Development Fellow (1993)***Dartmouth College, Hanover, New Hampshire*

Planned and executed numerous fundraising activities to support higher education. Prepared strategies and solicited \$10k donors. Made presentations, elicited participation, and managed various volunteer groups. Completed extensive research on the policies, procedures and structure of higher education fundraising.

**English Teacher (1988 - 1989)***Dwight Englewood School, Englewood, New Jersey*

Taught ninth and eleventh grade English and American Literature. Coached varsity basketball. Advised new students and parents. Interviewed parents and students for admissions.

**RELATED EXPERIENCE****Chair, Alumni of Color Organization (1990 - 1995)***Middlebury College, Middlebury, Vermont*

Advised and assisted college president on issues of importance to alumni of color. Arranged and attended presidential meetings and receptions in New York, Boston, and DC. Coordinated Middlebury College Alumni of Color Reunions.

**Assistant Director, Admissions Office (1989 - 1992)***Middlebury College, Middlebury, Vermont*

Developed special programs to recruit students of color, screened applications, interviewed and evaluated candidates, assisted admissions committee in selecting incoming classes, traveled to high schools, and attended college fairs as a representative for Middlebury College.

**Director, Dewitt Clinton HS/Middlebury College Partnership (1991 - 1992)***Middlebury College, Middlebury, Vermont*

Presented workshops and programs to introduce Dewitt Clinton students, faculty and staff to all aspects of higher education. Coordinated visits to Clinton HS by Middlebury College faculty. Updated Middlebury College President, Development, and Public Relations Offices on progress of the Partnership.

**Coordinator of Middlebury College Minority Issues Group (1990 - 1992)**

Presented faculty, staff, and administrators with information related to students of color; provided support programs such as mentoring and community dinners; assisted in organizing cultural events and advocated to the administration the concerns of the students.

**EDUCATION**

Middlebury College; Middlebury, Vermont

Master of Arts Degree, English Literature, August 1994

Middlebury College; Middlebury, Vermont

B.A. English, August 1987

Minor in Teacher Education and Economics

**ADDITIONAL EMPLOYMENT**

Dwight Englewood School; Englewood, NJ

1988-1989

Addison School District; Middlebury, VT

1987-1988

Addison County Counseling Service; Middlebury VT

1982-1988

**PROFESSIONAL AFFILIATIONS**

Multi-cultural Representative, CASE, Washington DC

1992-1995

Advisory Board, Funds for Community Future, DC

1991-2000

Executive Board, Vermont Student Support Network, VT

1990-2000

Member, NECBAC, Boston, MA

1989-1992

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**REQUEST FOR INFORMATION FROM  
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

**DAVID ZWIEBEL**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

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**Background**

1. Please provide you educational and employment history. You may do so by attaching a resume.

David Zwiebel, [REDACTED] Irvington, NY [REDACTED]

**Education:**

**Graduated 1970: Bachelor of Science, Cornell University, Ithaca, NY 14850**

**Employment:**

**1990 - 1997: VP, The Eileen Fisher Companies Inc., 2 Bridge Street, Irvington, NY 10533**

**1997 - Current: Self employed - Real-estate development**

2. Please indicate that you will be at least eighteen years old by January 1, 2002

**Yes**

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

**I was informed of the opportunity by Dr. Kenny.**

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

**I have been a child advocate for many years and have privately championed many of the concepts in the mission and educational plan proposed for this school. I look forward to making a contribution to its success.**

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. If you have not had any previous experience, please discuss why you wish to serve in this capacity.

**I have over the last five years and still serve on the Advisory Board of Social Accountability International, 220 East 23<sup>rd</sup> Street, NY, NY 10010**

6. Please indicate your understanding of the appropriate role of a public charter school board member.

**As a board member my role will be to see that charter school achieves its mission and goals, and to see that this is done in a financially responsible way meeting all applicable laws and standards.**

7. Please indicate specifically the knowledge and experience that you would bring to the board.

**I have been active in children's issues for some time including active PTSA participation in my own school district's committee on Special Education and in fund raising for the Education Foundation. I have extensive professional experience in commercial real-estate negotiations and transactions. I have significant commercial architectural design and construction management experience. I have established business management, accounting, and control systems.**

8. Please provide a forecast of where you see the school in one year and then again in four years.

**After the first year, the basic programs should be up and running for the first entering class with a new class ready to enter. All of this within the initial temporary facility. The planning for the permanent facility should be in its completion stage and the renovation/construction ready to begin. At the end of four years the school should be running smoothly both in its educational systems and its facilities.**

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**As a board member I would recommend a professional review or investigation of the situation, consult with an attorney and or professional charter school consultant, and take any recommended action legal or other wise required to rectify and or prevent further problems.**

#### Conflict of Interest

10. If you or your spouse know any of the other perspective board members, please so indicate the relationship.

**I have no previous relationship with any other board members.**

11. If you or your spouse know any people already known to the prospective school employees, please so indicate and describe the relationship.

**I have not previously met any prospective employee.**

12. If you or your spouse know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**I have met some of the members of Village Academies in their capacity as such, but have no relationship with them.**

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you or your spouse know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

**I met Dr. Kenny socially about two years ago and have had social discussions regarding child advocacy and education, which subject we have mutual interest in. It is through these discussions that Dr. Kenny asked me to support and become a board member of this school. I have no other relationship with her.**

**I have met a number of the other employees and board members associated with Village Academies as such, since volunteering my commitment to this project. I had no previous knowing or relationship with any of them.**

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- 14. If the school will partner with an educational service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**None.**

- 15. Please indicate if you anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**None**

- 16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

**I have given a bridge loan of \$100,000 to Village Academies to enable them to start functioning until such time as their expected grant funding materializes. Once that occurs and the bridge loan is repaid I will have no other financial or business connection with the school.**

Educational Philosophy

- 17. Please provide your understanding of the school's mission and/or philosophy.

**The school intends to provide a rigorous and innovative educational program in a small and nurturing environment with exceptional teaching. Teachers, staff, programs and students will be evaluated based on performance and accountability. The school will have the advantage of belonging to a network [Village Academies] providing support and expertise and thus ameliorating challenges of the school's small scale. It intends to graduate students prepared to excel in a college or university environment.**

- 18. Please indicate if you are familiar with the educational program that the school proposes to utilize.

**Yes, I am familiar and in agreement with the educational program and the mission of the school.**

- 19. Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

**I believe that this schools mission and program as laid out in the Charter application are specifically the characteristics needed for a successful education. The board will need to support the program and help liaison with parents and the community to address concerns and issues as they arise.**

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## 27. By-Laws for Proposed School

*Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position.*

The response to Request 27 is submitted, per instructions, as Exhibit D.

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## 28. Responsibilities and Obligations of The Trustees

*Attach a description of the responsibilities and obligations of the charter school trustees.*

The Board of Trustees of the East Harlem Village Academy Charter School is comprised of community leaders, educators, concerned citizens and professionals committed to improving educational opportunities for children in East Harlem. The Board will have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

The Board of Trustees shall have the following obligations and responsibilities:

- Ensure that the Executive Director is performing her duties in a responsible and effective manner;
- Review reports of the Executive Director as well as by independent programmatic and fiscal auditors, researchers and evaluators;
- Hire an independent auditor to conduct an annual financial audit of the school;
- Ensure that the school operates in compliance with all applicable federal and state laws.
- Ensure the auditing of the admissions lottery to be held in the event the school receives more applications than available spaces;
- Appoint officers to the board;
- Promote positive community relations;
- Establish and amend by-laws;
- With guidance from the Executive Director, participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school;
- Conduct its business, carry on its operations and exercise its powers as a corporation;
- Hold approximately ten (10) board meetings per year; and
- Hear complaints pursuant to Section 2855(4) of the Charter School Law.

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## 29. Organizational Structure

*Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain the company's role in the organizational structure of the school.*

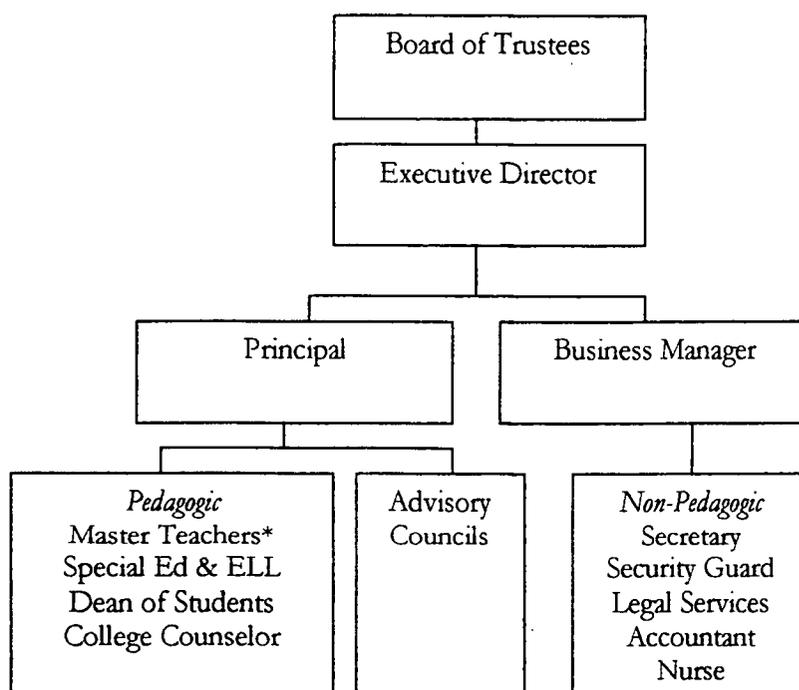
The Executive Director of the school, Dr. Deborah Kenny, will report to the Board of Trustees, and will manage the staff of the school. She will be responsible for and accountable to the Board for the management of the school, including but not limited to fiscal solvency and academic performance. The Executive Director will report regularly to the Board, to ensure that the school is meeting the goals set forth in this charter and in any forthcoming accountability plan, and to address any issues or concerns on a timely basis. The Executive Director will hire a Principal and Business Manager for the school.

The Principal will be responsible for the school's academic performance, including academic standards, curriculum, assessment, special education, English language learning, remediation, professional development, parent involvement and other duties that may be assigned by the Executive Director.

The Business Manager will be responsible for administration and operations, including legal, security, payroll, accounting, compliance, facilities, food service, health service, transportation, insurance, and other duties that may be assigned by the Executive Director.

Please note that the organizational structure and staff titles are provisional and may be modified depending on the level of experience of prospective employees and other factors that may arise.

## ORGANIZATIONAL STRUCTURE



\* We anticipate a structure in which the teachers within each group (6<sup>th</sup>-7<sup>th</sup> grade, 8<sup>th</sup>-9<sup>th</sup> grade, and 10<sup>th</sup>-12<sup>th</sup> grade) including lead teachers, core teachers and teaching assistants, report to the master teacher. This structure may be modified, depending on a variety of factors including the specific experience of individuals hired.

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## 30. School Code of Ethics

*Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to trustees, officers and employees of the school.*

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be compromised of (a) people 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 (b) any sister, brother, ancestor, descendent, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (c) or voting members who are affiliated with any entity other than the school itself or another charter school.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board 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 which

might reasonably be construed to be adverse to the Board's interest. 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.

6. Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee for a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or (d) Members of the faculty of the charter school.
8. In no instance shall a trustee, officer, or employee for a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40 percent of total seats compromising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If it occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use their position with the charter school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Section VII:

# **School Policies**

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## 31. Student Admission Policy

*Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:*

- *The required anti-discrimination criteria and allowable admissions preferences;*
- *The scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;*
- *An outreach plan including strategies for publicizing the school and recruiting prospective students;*
- *The specific targeted student population (if any);*
- *The step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2);*  
*and*
- *The procedures for student withdrawal from the school.*

Admission to the East Harlem Village Academy Charter School shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

The East Harlem Village Academy Charter School will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or the school building.

### *Legal Requirements Relating to Admissions*

- The school shall not discriminate on the basis of intellectual or athletic abilities.
- The school shall not discriminate on the basis of "measures of achievement or aptitude."<sup>20</sup>
- The school shall not discriminate on the basis of personal disabilities or any other basis that would be illegal for an existing school district.
- The school shall provide for the education of its pupils without discrimination as to national origin, religion, or ancestry, ethnicity, race, creed, gender or sexual orientation. The school shall comply with all state and federal civil rights laws.

<sup>20</sup> But the school reserves the right to require that a student who has completed a grade at another school but who cannot pass the East Harlem Village Academy Charter School's exit assessments for that grade, repeat that grade at our school before advancing to the next grade.

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- The school shall not charge tuition (but may charge fees in the same manner as existing public schools).
  - The school shall be open to any child who is eligible under the laws of New York State for admission to a public school.
  - The school shall comply with all state and federal laws applicable to public schools concerning church-state issues.
  - The school shall comply with the provisions of Section 2854(2) of the Education Law.

### *Public Notice of Open Enrollment*

Notice of the enrollment period and application process will be published to inform those interested in admission into the school. Information sessions will be offered to interested applicants and their families and will include evening and weekend times. If the school has more applicants than available spaces, it will select students by lottery.

The school will provide notice of open enrollment in a variety of ways, which may include:

- Mailing written notices of the open enrollment period and an application to all families who inquire about school enrollment; and,
- Mailing flyers to community organizations, churches, youth programs, public housing offices, schools, daycare centers in the school's immediate community and city wide;
- Posting written notice of the open enrollment period at the school site; and,
- Airing a public service announcement on local cable television and/or printing a written notice of the enrollment period in local newspapers.

### *Enrollment Policy*

Enrollment is open to all students. Priority in year one is given to students living in New York City and to siblings of students already enrolled. In subsequent years, the school will give priority to students enrolled in the prior year, siblings of students already enrolled, and students residing in New York City.

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## *Enrollment Process*

For the first year of operation, the school will hold open enrollment for approximately six months from the date of the granting of the charter. For subsequent years, the school anticipates a plan by which we will accept applications from the first business day of November until the last business day in February of each year for the subsequent academic year. If applications exceed available space, the last business day in February of each year shall be the deadline for applications to be drawn by random selection.

People interested in applying for the next school year may obtain applications at the information sessions (which will be held evenings and weekends), or at the principal's office of the school on weekdays between the hours of 9:00 a.m. and 4:00 p.m. All applications received after the close of open enrollment, but before the lottery will not be eligible to participate in the lottery, and will be added to the end of the waiting list created at the time of the lottery. The application form may contain required information (e.g. proof of age and residency) as well as optional information.

## *Lottery*

If the number of applicants for a classroom exceeds the number of positions available, the school will hold a random selection lottery during or prior to the second week following the close of open enrollment. The random selection drawing shall be run by a notary public and shall be open to the public, and the school will notify all applicants of the time and place. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post-deadline applicants will be added in the order in which they are received. As the school will only admit students into the 6th grade (and will maintain full enrollment by replacing transferring students from other grades with additional 6th graders), the waiting list disbands at the end of the second trimester (25 weeks into the school year).<sup>21</sup>

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<sup>21</sup> If, as indicated in Attachment 6, above, we decide to admit 9th graders, the lottery process will be identical to the one outlined here with two exceptions: (1) 9th graders admitted who did not completed grades 6-8 at the East Harlem Village Academy Charter School or another Village Academy, and who cannot pass the school's 8th grade assessments required to advance to the 9th grade, will be allowed to enroll at our school provided they do so as 8th graders; and (2) 9th graders will not be admitted after the first week of the school year, and so the 9th grade waiting list will disband after the 5th day of school.

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LOTTERY PROCEDURES -- DRAFT SUBJECT TO APPROVAL BY BOARD OF TRUSTEES

*First Year Only*

1. 6th grade applicants are drawn randomly. If a student's name is drawn who has a sibling or sibling(s) in the lottery, the sibling(s) automatically become(s) enrolled as well.
2. After all spaces are filled, the drawing continues to determine the order of the waiting list.
3. Within two weeks of the lottery, parents of students whose names were drawn sign a letter of intent to enroll their child in the school, assuming documented successful completion of the 5th grade. This provisionally secures the spot for the child. Within two weeks of the lottery, parents of students who were waitlisted, sign a letter of intent to keep their child on the waiting list, assuming documented successful completion of the 5th grade. This provisionally secures the spot for the child.
3. By July 1, parents of provisionally accepted and waitlisted students, submit proof of the child's successful completion of the 5th grade. Once this documentation is received, students have secured their spots in the school or on the waiting list.

*Subsequent Years*

For the following years, any parent/guardian may submit an application for enrollment at any time. A new application must be submitted every year. The close of enrollment date shall be published in a local newspaper at least 30 days prior to the last day of open enrollment. For purposes of a lottery, the enrollment period shall end on the last business day in February each year.

Applications received prior to the close of the enrollment period are time/date stamped upon receipt. Upon the close of enrollment, if there are more applications than spaces available a lottery is held. Preference is given to siblings of current students.

Current students are automatically reenrolled to the next grade.

*Student Withdrawal*

A student may withdraw with written notice by the parent/guardian of the student.

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## 32. Student Discipline Policy and Procedures

*Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.*

### *Purpose*

The East Harlem Village Academy Charter School will adopt a code of conduct to ensure that our students and teachers work together in a safe and serious learning environment and to provide standards for the preparation of self-disciplined citizens who comport themselves with dignity, exercise sound judgment and habits of caring.

1. **A safe and serious learning environment.** We envision a school whose seriousness of purpose is immediately evident to all who enter. If classes are in session, students will be in classes, in uniform, attentively engaged in learning. It will be rare to find students in the hall during class time, although one might see a latecomer waiting outside a closed classroom door until his/her teacher allows him/her to enter. Typical signs of the stresses of an urban school will be absent—there will be no graffiti or vandalism; there will be no violence; there will not be kids loitering around, there will be no smoking on the premises; students will not hang all over one another in the halls; bathrooms will be well kept and safe. The absence of locks on many students' lockers will indicate a sense of trust and respect among students. High rates of attendance, low rates of tardiness, high rates of homework completion, and low rates of suspension or expulsion will be among the hallmarks of our school. The school will practice the broken windows theory of discipline—no tardy, rude comment, late homework, or bad attitude, or other minor infraction will be allowed to pass without consequence. Any acts, threats or invitations to violence will have severe consequences, as will any acts of plagiarism and cheating.
2. **Self-Discipline, Dignity, Good Judgment and Caring.** We regard our job as teaching students, as well as teaching subject matter. Character development is as important to us as their intellectual development. Our curriculum inside the classroom is supported by a code of conduct and methods of enforcement that together demonstrate

to students what it means to exercise self-discipline, to comport oneself with dignity, to practice good judgment and habits of caring.

### *Expectations*

The East Harlem Village Academy Charter School expects students to:

1. **Exercise Self-Discipline.** Students are to make school their top priority and to demonstrate this commitment by being at school every day, on time, with homework done, with books, notebooks, an assignment book, paper and pen, and with a good attitude.
2. **Comport Themselves With Dignity.** Students are to uphold the school's focus on learning. They are to speak to all members of the school community with respect, to modulate tone when appropriate, to wear their uniforms neatly and with pride, and to present themselves and their work thoughtfully and seriously. Students do not wear hats in school, carry walkmen, beepers or cellular phones in school, or eat/drink in class, or chew gum in school.
3. **Practice Good Judgment.** Students are to use common sense and obey all rules necessary to ensure the safety and orderly operation of the school. Students accept responsibility and appropriate consequences for mistakes and misdeeds. Students uphold the honor code, and to report others who violate it.
4. **Care.** In the classroom, we expect students to do more than get the work done; we want them to care about what it means and how it is done. We expect students to work diligently, to participate actively in classes and in school activities, and to look forward to helpful feedback. In the classroom and beyond, we expect students to be honest, courteous and kind to all members of the school community and to cooperate in keeping the school premises neat and clean. We hope that the many opportunities to examine texts closely, to encounter other worlds, to work with teams of students and to serve their community will prepare students to care about others' ideas, customs, concerns and needs.

### *Consequences*

To make students better writers, we correct their writing. To teach them to be self-disciplined, to comport themselves with dignity, to practice good judgment and to care, we correct them when they transgress these expectations. Listed below are levels of infraction and consequences. These policies are subject to final approval by the Board of Trustees.

Before a short-term suspension or other, less serious discipline is imposed, the student will be given notice of the charges against him/her, and if the student denies the charges, an explanation of the evidence against the student and a chance to present the student's version will be provided

#### READINESS FOR SCHOOL INFRACTIONS

##### *Examples*

- No uniform, or unkempt or partial uniform.
- No books, paper, pen, assignment book.
- Poor attitude.

##### *Consequence*

The Advisor calls the parent/guardian and sends the student home to return ready for school. Or, if no parent/guardian is reached, the Advisor provides the student with a replacement uniform, or loans him/her needed supplies, and issues a demerit for which he/she will serve detention at the end of the day.

#### LEVEL 1 INFRACTIONS

##### *Examples*

- Talking out of turn.
- Ignoring directions.
- Being unprepared for class.
- Distracting a classmate.
- Chewing gum in class.
- Attendance violations.

##### *Consequence*

The teacher addresses the inappropriate behavior. The student receives a demerit for which detention may be assigned.

## LEVEL 2 INFRACTIONS

*Examples*

- Repeated Level 1 Infractions.
- Disrespect and disruptions of learning.
- Unprofessional contact e.g. pushing, shoving, etc.
- Inappropriate behavior to and from school.
- Racial, ethnic, sexist, homophobic or other harassing comment, even in jest.

*Consequences*

When a student commits a Level 2 infraction, the adult in charge asks the student to report to the Dean of Students or Principal. The Dean of Students or Principal informs the parent by phone of the incident. The student completes an incident form and then has a conference with the Dean of Students or Principal. The student may return to class if the matter is decided between the Dean of Students or Principal, the student, and the parent. Otherwise, and depending on the seriousness of the situation, the student will not return to class until the parent comes in for a conference with the student, the Dean of Students or Principal, and, when necessary, the teacher or other adult involved. The student may be assigned an in-school short-term suspension or may be suspended for the remainder of the day until the parent can bring him/her in the next day for a conference. A written corrective action plan will be developed and kept in the student's file regardless of the outcome. A behavioral contract may be written to help a student modify his/her behavior.

## LEVEL 3 INFRACTIONS

*Examples*

- Acts of violence or aggression excluding physical assault (e.g. violent behavior that may harm physical property but not persons) or threats of violence to persons.
- Possession of alcohol, controlled substances, and tobacco.
- Blatant defiance of authority and/or threats toward teachers/other adults/fellow students.
- Cheating or Plagiarism.
- Continual classroom disruption.
- Extreme acts of defiance. Racial, religious, and/or sexual harassment.
- Arson.
- Name calling, teasing, and/or swearing that has continued after discipline was administered at previous Levels.

*Consequences*

Likely, as a consequence for a Level 3 infraction, the Dean of Students or Principal may suspend the student from school, not to exceed 5 days. Prior to suspension, the Dean of Students or Principal will convene a meeting with the student, the parent, the advisor, and others involved in the incident in order to review the student record of misconduct, to determine the length of the out-of-school suspension, and to plan a future course of action. A written suspension report is completed with copies given to the parents and teacher. A copy is also placed in the student's file.

## LEVEL 4 INFRACTIONS

*Examples*

- Repeated or egregious Level 3 Behaviors.
- Physical Assault.
- Weapons.

*Consequences*

If all the actions taken at Levels 1-3 have not prevented the student from transgressing the school's expectations, or if the infraction is so extreme that it threatens the dignity of the academic enterprise (e.g. repeated cheating or plagiarism), the values of the school (e.g. theft of a teacher's wallet), or the safety of others (e.g. physically assaulting others), the Dean of Students or the Principal may suspend the student from school, perhaps for the second time. Federal and State law require the expulsion from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the school's chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing. For any period of suspension longer than five days or expulsion, the principal shall convene a meeting with all involved persons and the student's advisor to determine the next course of action. Such action may consist of the Principal's recommendation that the student be expelled or suspended for a period longer than five days from school. In such case, due process requirements will be followed in accordance with the long-term suspension and expulsion requirements. Prior to re-enrolling in school, the student will appear before the principal and/or an *ad hoc* Judicial Hearing Board composed of members of the parent and faculty councils (elected respectively by parents and members of the faculty) to demonstrate his/her readiness to return to school. The Judicial Hearing Board may recommend that the Principal extend the suspension of a student they deem unfit to return. The Principal makes the final decision regarding when the student returns.

*Definitions*

**Demerit.** The demerit is the cornerstone of the broken windows theory of discipline. Its purpose is to call attention to the details. A demerit in the 6th-7th Grade Academy will lead

to an immediate loss of a privilege, most likely the break after lunch, or will lead to the assignment of detention after school. After a set number of demerits in one day, the student will be sent to the Dean of Students or the Principal because the immediate consequences are clearly not working in that circumstance. A demerit in the 8th-9th Grade and the 10th-12th Grade Academy will be noted by the teacher assigning the mark and reported to the Dean of Students. There will be no immediate consequence for the student, but when a given number are accumulated, the Dean of Students will notify the student and his parents and a disciplinary meeting will be called, at which time consequences will be determined.

**Detention.** After-School or Before-School Detention may be assigned as a result of a given number of demerits for any student in the school, at any grade level. In the case of detention, the parents will be notified before the student is required to stay after school.

**Behavioral Contract.** A student who has repeatedly transgressed the school's expectations or has been suspended for a larger incident may be assigned a behavioral contract. If this is the case, guidelines for behavior will be set and agreed to by the student, the Dean of Students, the student's advisor and the parent. The contract can last up to two weeks.

**In-School Short Term Suspension.** In some cases it is more effective for a suspended student to stay in the school building. In this case, the student will be separated from the rest of his or her peers, and will be supervised by the Dean of Students or the Principal.

**Out-of-School Suspension.** A meeting with parents will be convened to discuss the incident that led to the suspension and to develop a plan of action for the future. Some other details related to an out-of-school suspension are:

- Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension.
- Students are allowed to complete homework assignments while on suspension. In order to earn credit for them, students must submit the assignments to their teacher on the day of readmission to the school.
- At the discretion of the Principal, out-of-school suspension reports, conduct reports, and/or corrective action plans can be removed from a student's permanent school file at the end of the school year if that student shows noted improvement in conduct.

**Long Term Suspension and Expulsion Procedure.** A meeting with parents will be convened to discuss incidents that may warrant the long-term suspension or expulsion of a student. Long-term suspension is a suspension from school in excess of 5 days. Expulsion is defined as permanent removal of a student from school due to extreme non-compliance with school/state rules. In situations where a long term suspension or expulsion is

recommended, the student, together with his or her parent, will be given an opportunity to present testimony, witnesses and to cross examine witnesses against him or her regarding the action before a **Judicial Hearing Board** composed of members of the parent and faculty advisory councils and the Principal. A student has the right to be represented by counsel at such time. Should the student wish, he/she may appeal the ruling of the Judicial Hearing Board and the Principal to the Board of Trustees. The Board of Trustees or the subcommittee thereof will make a final decision about expulsion or long term suspensions as swiftly as possible. A written record will be made of all actions taken. The record is then copied and distributed to all involved parties.

**Alternative Education Program.** The East Harlem Village Academy Charter School will ensure that all students receiving suspensions or expulsions shall be provided alternative instruction sufficient in quality and quantity to comply with section 3214 of the Education Law and other applicable laws. Strategies to be implemented may include, but are not limited to, home-based instruction, after-school instruction, tutoring, and contracting with additional providers, sufficient to attain the school's learning standards.

The school shall comply with Part 300.519-300.529 of the Code of Federal Regulations.

The school will provide an alternative education program to students of compulsory attendance age.

Specifically, for suspension of fewer than 10 days, the school will ensure that each suspended student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provision will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional written instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

For suspension of 10 days or longer, the school shall provide all of the above-referenced services, with greater emphasis on tutoring and home visits as is necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests and measures as the school would otherwise provide.

For students expelled from the school, the school will provide the above-referenced services until the end of the school year or until the student is enrolled in another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence.

### *Student Bill of Rights and Responsibilities*

The school is dedicated to safeguarding the rights given to all students under applicable state and federal laws. All students also have the right:

- To have an opportunity to take part in all school activities on an equal basis.
- To be free from discrimination based on age, race, religion, color, national origin, gender, sexual orientation, or disability in the application of federal or state laws or Board policies.
- To present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- To access school rules and, when necessary, receive an explanation of the rules from school personnel.
- To privacy: The Family Education Rights Privacy Act of 1974 (FERPA) requires that a school not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law.
- To Freedom of Expression: to the extent that it does not interfere with the freedom of others to express themselves. Written expression must be signed by the author. Any form of expression that involved libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code.

### *Staff Training for Discipline Process and Policies*

Because this discipline process and set of policies is unique, the Dean of Students and Principal at East Harlem Village Academy Charter School will intensively prepare the faculty to implement the its policies and practices fairly and effectively. There will be extensive training before the start of the first school year, and for new teachers every year thereafter. This training will include discussions in order to help teachers to internalize the principles behind the policies, as well as role-plays which allow the teachers to practice their roles. In addition, Master Teachers will continually work with teachers on improving their classroom management strategies and implementation of the school's code of conduct.

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## 33. Student Discipline Policy for Students with Disabilities

*Please provide the discipline policy that the school will enact for students with disabilities.*

We have reviewed the federal regulations CFR §30.519-529 governing the discipline of students with disabilities. The following policy complies with those regulations.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same infractions. Discipline of a student identified as having a disability, however, will be in accordance with the following:<sup>12</sup>

1. Students for whom the Individualized Educational Plan (IEP) developed by East Harlem Village Academy Charter School includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines.
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified of any extended suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will

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<sup>12</sup> A student not specifically identified as having a disability but whose school district of residence or charter school prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 300.527(b) that a disability exists may request to be disciplined in accordance with these provisions.

immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions are considered to be a change in placement.

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

3. The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:
  - a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
  - b. The commission of any act resulting from the student's disability.
  - c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

### *Provision of Services During Removal*

For those students removed for a period fewer than 10 days, we will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional

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

During any subsequent removal that would combine with previous removals to equal 10 or more school days during the school year or any removal for behavior that is not a manifestation of the child's disability, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination.

During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)) or a removal based on a determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the CSE of the student's district of residence will make the service determination.

*CSE Meetings*

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when:

1. The child is first removed from his or her current placement for more than 10 school days in a school year; and
2. When commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

**Due Process.** If discipline which would constitute a change in placement is contemplated for any student, then (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that

decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

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

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

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

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## 34. Dress Code Policy

*If the charter school would implement a dress code policy, provide such policy including a description of how cost of any uniform would be covered for parents unable to afford them.*

One of the key features of the Village Academies education design is high expectations for all students, and a serious focus on academics. In order to provide students with a positive and supportive environment in which to learn, a common school uniform will be required.

The school uniform policy is designed to accomplish the following objectives:

- Set a tone of respect, responsibility, order and civility
- Promote self-esteem and belief in one's future
- Reduce students' stress associated with meeting current fashion trends
- Promote camaraderie, school pride and "team" spirit
- Reduce parents'/guardians' financial burden associated with purchasing trendy clothing (in cases of serious financial need, the Village Academies Network will subsidize the cost of uniforms for certain students)

While we are committed to the above objectives, we also acknowledge that, in order to focus the mind effectively, physical comfort must also be taken into account. Therefore, the Village Academies uniform will be at once neat, presentable and comfortable. It is anticipated that the uniform will consist of:

- Khaki pants.
- Comfortable, navy blue cotton shirts with collars.
- Navy blue and burgundy cardigan and/or pullover sweaters.
- Optional knee-length khaki skirts for girls.
- Possibly a jacket with crest to be worn on special occasions.

Part of our high expectations for all students includes the highest expectations for academic achievement, courtesy toward others, responsibility and respect, and personal comportment. In view of the latter, we will convey to students the inappropriateness of dyed or unkempt hair; excessive body piercing; excessive jewelry; outdoor hats worn indoors; high heels; excessively immodest attire; and excessive make-up for girls. Some or all of these suggestions may also be incorporated into the required dress code, pending review by the principal.

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## 35. Food Service

*Provide a description of the food services to be provided by the charter school.*

The East Harlem Village Academy Charter School will offer a hot/cold lunch program that meets the requirements of the Federal School Lunch Program, which the school will apply for and participate in. The school intends to explore options to contract for food service either through a private provider or the New York City Board of Education, which will provide pre-cooked meals prepared in accordance with State and Federal guidelines. The meals are expected to be prepared off -site, brought into the school and served by the vendor in an approved location.

The school at best expects to 'break even' on this program, using all available food service revenue from Federal and State reimbursements to serve eligible students on the free and reduced lunch programs. We will also explore the school's eligibility for "high need." Neither the school nor VAN will profit from any food sales to students; the school will subsidize meals as necessary to ensure that *all students* are adequately served.

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## 36. Health Service

*Describe plans for health services to be provided by the charter school, or options under consideration.*

The East Harlem Village Academy Charter School will work closely with the New York City Department of Health and the Bureau of School Children and Adolescent Health, to ensure that appropriate health services are provided to all students attending the school. The business manager of the school will request health services in writing in sufficient time to permit inclusion of such services in the budgetary and work plans, and will confer with the appropriate officials to determine the best time to file such a request. In accordance with the New York State Education Law, our school will provide all of the permanent, non-consumable facilities and equipment required, e.g., room, furniture, files, scale, telephone and utilities. We will also ensure the proper storage and disposition of health records.

### *New Students*

New students will be tested for hearing and vision screening. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students, applying the requirements indicated below.

### *Immunization Requirements*

Each student entering the school will be required to provide a certificate of immunization at the time of registration or on the first day of school. In order to allow students to enter or attend school, parents or guardians will be required to present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time.

Parents may waive immunization by complying with section 2164 of the Public Health Law and §2854(1)(b) of the Education Law in regards to exemptions to immunizations. Forms and materials will be printed in various languages as required to best meet the needs of the student population.

The school, while operating under a valid charter, will meet all state and federal immunization requirements for school entrance/attendance in New York City.

Following are the immunization requirements for New York State:

**NYS IMMUNIZATION REQUIREMENTS**

*For school entrance/attendance*

<b>Diphtheria Toxoid Containing Vaccine (DTP, DTaP) **</b>	3 doses
<b>Polio (IPV) (OPV)</b>	3 OPV or 4 IPV
<b>Measles Mumps- Rubella (MMR)</b>	Born before 1985 — 1 dose of measles, mumps, rubella(MMR) Born on or after 1985 — 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)
<b>Hepatitis B ***</b>	Born on or after 01/01/93 — 3 doses 7th Graders — Entering school on or after 9/01/2000 ***
<b>Varicella</b>	Born on or after 1/1/98 1 dose

\*\* DTaP is the currently recommended vaccine.

\*\*\* Hep B — 7th Graders — 3 doses of RecombivaxHB, Engerix B  
or 2 doses of adult hepatitis B vaccine (Recombivax) for children 11 to 15 years old.

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## 37. Compliance with Freedom of Information Law

*Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law).*

The response to Request 37 is submitted, per instructions, as Exhibit E.

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## 38. Compliance with Open Meetings Law

*Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law).*

The response to Request 38 is submitted, per instructions, as Exhibit F.

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## 39. Policy for Complaints

*Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.*

NOTE: this policy will be reviewed and approved by the school's Board of Trustees.

In accordance with Education Law § 2855(4), any individual or group may bring a complaint to the charter school's Board of Trustees alleging a violation of Education Law Article 56, the charter, or any other provision of law relating to the management or operation of the charter school.

If the complaint is not about the executive director or the principal, the complainant brings the complaint to the principal. Within 14 days of receiving the written complaint, the principal holds a Grievance Hearing, where (s)he meets with the complainant and attempts to resolve the complaint. If the principal resolves the complaint to the satisfaction of the complainant, the complainant signs a document stating that the complaint is resolved.

If there is no resolution, or if the complaint is about the principal, the complainant brings the complaint to the executive director. Within 14 days of receiving the written complaint, the executive director holds a Grievance Hearing, where (s)he meets with the complainant and attempts to resolve the complaint. If the executive director resolves the complaint to the satisfaction of the complainant, the complainant signs a document stating that the complaint is resolved.

If there is no resolution still, or if the complaint is about the executive director, the complaint is handled by an ombudsman to be designated by the school's Board of Trustees. Should resolution be achieved at this stage, the ombudsman, principal and the complainant sign a document stating that the complaint is resolved.

Should this option not reach resolution, the complainant may bring his or her complaint in writing to the Chairman of the Board of Trustees. Depending on the nature of the complaint, the Chairman will decide whether the complaint will be heard in a regularly scheduled meeting of the board in open session or whether it will be heard in a special meeting of the Board's executive committee. (For example, a complaint brought by a parent alleging that the school needs to hire a full-time psychologist might be addressed at a regular meeting of the board. A complaint of alleged sexual harassment or wrongful termination of employment would be heard by the executive committee of the board in closed session, with minutes kept on file.) In either case, the board will hear the appealed complaint within 30 days of the chairman's receipt of the complaint. The Board shall render a determination in writing, as necessary, and provide such determination to the complaining party, together

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with a copy of the State University's "Guidelines of the Charter Schools Institute for Handling Complaints received Pursuant to Education Law 2855(4)." If the board hearing resolves the complaint, the complainant signs a document stating that the complaint is resolved.

If the complainant determines that the Board did not adequately address the complaint, the complainant may bring the complaint to the Trustees of the State University of New York.

If the complainant determines that the Trustees did not adequately address the complaint, the complainant may bring the complaint to the Board of Regents. The Trustees of the State University of New York and the Board of Regents have the authority, pursuant to section 2855(4) of the Education Law, to take appropriate action.

Individuals or entities making a complaint have the right to appeal any determination of a decision maker (if not satisfied) to the State University Trustees. Complainants need not wait until the appeal avenues offered by the school are exhausted to file with the State University Trustees.

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## 40. Procedures in event of Dissolution of Charter

*In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student record and for the disposition of school assets.*

In the event of closure or dissolution, the Board of Trustees of the East Harlem Village Academy Charter School shall delegate the principal or other responsible party to manage the dissolution process. This process shall include — at the earliest possible opportunity — notification to parents of children enrolled in the school of their need to seek an alternative choice for the education of their child. Additionally, a list of students attending the school will be sent to the New York City Board of Education.

East Harlem Village Academy Charter School shall transfer student records to the New York City school district. The parents of the enrolled students shall be notified of the transfer of records.

The remaining assets of the school shall be transferred to another charter within the school district where the East Harlem Village Academy Charter School is located or to the NYC school district.

Section VIII:  
**Personnel**

41

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## 41. School Personnel Policies

*Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:*

- *the procedures for hiring and dismissing school personnel;*
- *the school's qualifications for hiring teachers, school administrators and other employees; and*
- *a description of responsibilities for staff members.*

The response to Request 41 is submitted, per instructions, as Exhibit G.

H/Z

## 42. Roster of Instructional Staff

*Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g. one teacher, one teaching assistant, one paraprofessional for each class. Please indicate as well whether the charter school intends to utilize the limited waiver regarding teacher certification permitted by § 2854(3)(a-1). If so, indicate your understanding of the limitations of that waiver.*

### *Staffing*

The East Harlem Village Academy Charter School anticipates staffing the school with the following serving as a draft of positions and/or functions, including provisional responsibilities and descriptions. We anticipate that this roster will evolve based on, among other things, the experience and skill sets of the individuals hired:

- **Principal.** The rock of our school and the embodiment of its culture, the principal keeps all eyes on the prize and is ultimately responsible for ensuring victory. The principal is ultimately accountable for student performance results, and will not be rehired by Village Academies if results are not evident. Village Academies' principals maintain a steady rudder and can also steer in new directions when data suggest the need for curricular, instructional or personnel changes. They are unflappable managers with a relentless focus on student achievement and an indefatigable commitment to cheering his/her school's success.
- **Master Teacher.** An instructional master who oversees instruction, the Master Teacher is at the heart of the results-driven school. S/he spends all of her/his time observing instruction, sharing observation and performance data with teachers, leading data-driven instructional strategies, providing feedback to teachers. While the MT may teach one class, our model assumes that this position can be a non-teaching one to insist on the primacy of *Kounaikenshuu*. There is one MT for 6th/7th, one for 8th/9th and one for 10th-12th grades.
- **Lead Teacher.** A curricular specialist who is also a teacher, the Lead Teacher organizes departmental team meetings and strategies, but is not responsible for teacher evaluation. There is a Lead Teacher in each discipline beginning in the 3rd year of the school. The position involves full-time teaching and coordination of disciplinary team meetings.

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- **Teacher.** They are the heart and soul of our school. They know their subjects well, are passionate and effective coaches of students' understanding, and see their mission as working with our students to achieve great results. While they are members of a particular discipline, all of our teachers are reading and writing teachers, all are team players, and all are lifelong and boundaryless learners eager for meaningful feedback. There are 4 core subjects (English, Math, Social Studies and Science) in grades 6-7 and a 5th (Spanish) in grades 8-12. Students study the arts and sports in grades 6-12. We distinguish between core teachers (English, Math, Social Studies, Science and Spanish) and specials teachers (arts and sports), and engage primarily the former in *Kounaikenshuu*.
  - **School Intern.** S.I.s are teachers-in-training apprenticing and assisting at East Harlem Village Academy Charter School. Their time can be deployed as the principal sees fit. Among the functions they may perform include serving as Advisors (see below), coaching reading, coaching a sport, assisting with basic skills, monitoring "work-outs", tutoring, doing curricular research, recording instructional patterns, and observing individual students.
  - **Advisor.** Ideally, every adult in our school is an advisor. They are the point people for students—ideally, one adult for every 10 students. "Advisory" is where school values and habits are reinforced with each individual student. The advisor has a close relationship with his/her advisees' homes, and is up to date on his/her advisees' academic progress.
  - **College Counselor.** This person builds and maintains the two-way street between our students and colleges, permeating the school with the idea of college, bringing college representatives to the school, bringing our students to colleges, and, ultimately, overseeing the college application process. This conversation begins in the 6th grade, as most of our students will be among the first in their families to go to college, and in new and demanding schools (with no alumni to show it all pays off in the future) it is essential to make the goal come alive immediately.
  - **Dean of Students.** Schools that expect to be serious places of study cannot tolerate distractions. The big problems arise when the small stuff — a tardy here, a disrespectful glance there — is allowed to accumulate. Call it the broken windows theory of school discipline. This requires an enforcer function to be sure that no infraction—no matter how small — is ignored. Our Dean of Students (1/2 FTE until year 4) plays this role.

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- **Special Education Teacher/Coordinator.** This person will be a generalist with respect to the curriculum and a specialist with respect to attending to the learning needs of students with IEPs and students who appear in need of IEPs. The special education teacher/coordinator will work with the principal to obtain and review all IEPs of enrolling students. This person will work with the CSE to ensure that all required special education and related services are provided and that all IEPs are appropriate in the context of the charter school setting. He/she will, as needed, provide direct service to special education students and will work with their teachers to ensure that teachers understand their learning needs and are serving them appropriately and effectively. When special education students' work or overall performance is discussed in grade level Kounaikenshuu, when possible, the special education teacher/coordinator is present.

*Staff Roster*

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Principal</b>	1	1	1	1	1
<b>Master Teacher</b>	0.5	1	2	2	3
<b>Lead Teacher</b>	0	0	4	5	5
<b>Core Teacher</b>	4	8	8	11	15
<b>Arts Teachers</b>	2	4	5	7	8
<b>School Intern</b>	4	4	4	5	5
<b>Dean of Students</b>	0	.5	.5	1	1
<b>College Counselor</b>	.25	.25	.5	.5	1
<b>Nurse *</b>	.25	.5	.5	.75	1
<b>Special Educ. Teacher/Coord.</b>	.6	1.2	1.8	2.4	3
<b>Technology Specialist</b>	.25	.5	.5	1	1
<b>Business Manager</b>	.5	.5	.5	1	1
<b>Secretary</b>	.5	1	1	1	1
<b>Security Guard</b>	0.5	1	1	1	2

**Typical Classroom Configuration.** Each academic class shall have an average of 26 students and one teacher, with a teaching assistant available daily in each discipline.

\* Note: the school nurse will be provided through the NYC Department of Health.

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## 43. Waiver from Collective Bargaining

*If the charter school would have more than 250 students in the first year of operation, indicate whether you are requesting a waiver from the requirement that instructional employees must be members of the existing collective bargaining organization in the school district where the charter school would be located.*

The collective bargaining waiver is not applicable, as student enrollment in the East Harlem Village Academy Charter School would not exceed 250 students in the first year.

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Section IX:  
**Finances and  
Accountability**

## 44. Start-Up Budget and Letters of Commitment Regarding External Funds

*Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for the funding.*

### *Start-Up Budget and Assumptions*

Following is the start-up budget including assumptions for the East Harlem Village Academy Charter School. Please note that the current budgets--start-up as well as five-year--are considered drafts and are subject to change based on various factors related to revenue as well as expenses.

#### REVENUE

The start-up budget assumes two primary sources of start-up funding: philanthropy (individual, corporate and foundation), and the New York State Charter Start-up Grant.

With regard to philanthropy, the Village Academies Network is currently in the process of securing letters of commitment regarding foundation grants for school planning and start-up. Further details regarding the specific nature and timing of such funding will be provided to the Institute as soon as possible.

In addition, the proposed East Harlem Village Academy Charter School anticipates receiving the \$450,000 New York State Charter Start-Up Grant, \$150,000 of which is assumed will be received prior to the start of the FY 2004 school year.

#### EXPENSES

We divide the proposed school's expenses into four categories: Personnel (which includes salaries, stipends, benefits and taxes), Occupancy & Property (which includes facility as well as maintenance), Administrative & Professional Services (such as legal, accounting, supplies and the like), and Programmatic (educational materials and services). All expenses described below apply to the entire start-up period. The majority of personnel will begin to receive full-time salaries beginning July 1 of the first operating year. However certain key personnel (e.g. principal and business manager) would be hired as full-time employees earlier than July 1, as noted below.

## PERSONNEL

In conjunction with our education plan, we plan to hire the principal by October 1, 2002. Similarly, we plan to work with the principal to bring on board a business manager by April 1, 2003. In addition to the administrative staff, master teachers and classroom teachers will receive stipends to participate in pre-opening training sessions, spending approximately 4 hours per week. Master teachers will begin this training and preparation period four months in advance of the July 1st start date, while classroom teachers will begin two months in advance. Only those employees on board as full-time salaried staff will receive the full benefits package prior to July 1. The following chart provides detail behind our assumptions:

Key Staff Assumption	Pre-Hire Period	Salary / Teacher Stipend	Cost	FTE	Total Cost
Principal	9 months	\$80,000	\$60,000	1.0	\$60,000
Business Manager	3 months	\$45,000	\$11,250	0.5	\$5,625
Master Teacher	6 months	\$1,500	\$6,000	0.5	\$4,500
Core Teachers	2 months	\$750	\$1,500	4.0	\$6,000
Arts Teachers	1 month	\$500	\$500	2.0	\$1,000
				8.0	\$75,625

In all, the EHVACS budget calls for approximately \$93,000 to be spent on salaries, benefits, and stipends prior to the July 1 staff start date.

## OCCUPANCY AND PROPERTY

VAN's real estate strategic plan calls for renting owner-financed facilities whenever possible rather than buying and renovating its own properties. Certainly for the first two years of the school the budget assumes a rented facility. EHVACS has set aside \$200,000 to be used as a Letter of Credit (LOC). An LOC will be put in escrow and strengthen the credit of EHVACS. Landlords who renovate space for EHVACS use will probably require such an LOC in the event of a default. To be conservative, this \$200,000 will be considered a cash expense, however, as long as EHVACS fulfills the covenants of its lease, EHVACS should regain use of this cash at the end of a predetermined amount of time (usually five

---

years). Additionally, the budget sets aside \$10,000 of other facility related costs to cover any unexpected fees or expenses during the start-up period.

In the unlikely event that VAN is unable to move into an owner-financed building, the attached letters of support demonstrate that sufficient funding is available to purchase and renovate a suitable school facility.

#### ADMINISTRATIVE AND PROFESSIONAL SERVICES

The entire Administrative and Professional Services section of the budget is based on conservative assumptions. For example, there is \$10,000 reserved for phone, cable and internet during the start-up period, however there is also over \$35,000 reserved for such purposes in the first year operating budget. Similarly, there is \$9,000 budgeted for postage, printing and copying, but additional funds are set aside for recruitment and marketing in both the Programmatic and first year operating budget.

In addition to the administrative monies, the budget reserves \$18,000 for finance and legal help, over and above the support provided by VAN and the \$10,000 budgeted in the first year operating budget. The budget is also conservative in that it does not assume pro bono legal, marketing or accounting services (although we do plan to pursue these and other pro bono services). Together, the allocation for administrative and professional services should be more than adequate to cover the costs related to start-up.

#### PROGRAMMATIC

Perhaps the most important investment EHVACS will make in the success of its school will be the programmatic investment in two major areas: parental involvement and professional development. Specifically, funds have been set aside for community outreach and enrollment in an effort to involve parents and the community early in the process.

As for professional development, EHVACS pays for a Master Teacher in each academy whose sole responsibility is to supervise instruction, and provides up to 15 hours of professional development time (including individual planning time) each week for each of its core faculty members. This combined with the school's commitment to bringing the principal, master teachers, and teachers on board in advance of the start of school, makes professional development a core programmatic investment.

To assure the requisite level of quality, the budget sets aside over \$20,000 to hire special education, ELL and assessment consultants to design site-specific and child-specific programs based on the records and profiles students who are scheduled to attend EHVACS. These consultants will work closely with VAN staff and the principal to assure that each child's needs are met, and that all local, state and federal requirements are met as well.

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In all, EHVACS has budgeted approximately \$450,000 for pre-opening expenses. VAN will ensure that the EHVACS will have adequate funding to open on time with a fully prepared staff and building.

*Letters of Commitment Regarding Funds for The School*

The letters that follow are from early supporters of Village Academies, philanthropists and corporate executives who have committed to actively solicit funding for the school. In addition, several have provided commitments of \$1,000,000 loan guarantees, each, toward facility purchase and/or renovation. VAN plans to forward to the Institute, as soon as possible, additional letters from foundations. Please see also letters of support in Exhibit H.

Arnold Hiatt, Chairman, The Stride Rite Foundation; Retired CEO, Stride Rite; Founder and Chairman, Business for Social Responsibility

Ilan Kaufthal, Vice Chairman, Bear Stearns

Andrea King, Screenwriter

Heather Lynn Mikisch, Publishing executive

Harriet Mouchly-Weiss, Board member

Catherine Viscardi Johnston, Board member

David Zwiebel, Real estate executive

# East Harlem Village Academy Charter School

## Start-Up Budget

	Total Value (a)	Assumptions
<b>Revenue</b>		
Federal PCSP Grant	\$ 175,000	\$350,000 distributed over two year period
Philanthropic Grants	<u>275,000</u>	Foundation & private donations
<b>Total Start-up Revenue</b>	<b>450,000</b>	
<b>Expenses</b>		
<b>PERSONNEL</b>		
<u>Salaries</u>		
Principal Fellow	60,000	9 months @ \$80,000
Business Manager	5,625	3 months @ \$45,000 for .5 an FTE
Benefits & Taxes	16,406	Estimated 25% of salaries
<u>Stipends</u>		
Master Teacher	4,500	6 months @ \$1,500 stipend for .5 FTE
Teachers	6,000	4 months @ \$1,500 stipend for 4 FTE
Arts Teachers	<u>1,000</u>	4 months @ \$1,500 stipend for 2 FTE
<b>Total Personnel</b>	<b>93,531</b>	
<b>OCCUPANCY AND PROPERTY (b)</b>		
Letter of Credit	200,000	Back commitment to owner funded renovation
Utilities and other fees	<u>10,000</u>	Costs associated with pre-July 1 activities
<b>Total Occupancy and Property</b>	<b>210,000</b>	
<b>ADMINISTRATIVE AND PROFESSIONAL SERVICES</b>		
Office Equipment & Supplies	20,000	Fax, computer, etc.
Board Expenses	5,000	Initial planning retreat
Postage/printing/copying	9,000	Materials for communications and marketing
Phone System	10,000	Phone, cable & Internet
Legal	9,000	Start-up related legal matters
Finance	9,000	Accounting, payroll, budgeting, etc.
Insurance	<u>6,000</u>	General liability, D&O, etc.
<b>Total Administrative and Operations</b>	<b>68,000</b>	
<b>PROGRAMMATIC</b>		
Parent involvement/marketing	10,000	Enrollment & outreach materials; part time stipends
Recruitment	8,000	Advertisement and other teacher recruitment services
Assessment	9,000	Consultant @ \$1,000/month
Professional Development	18,000	Principal & teachers pre-opening training & materials
Special Education	9,000	Consultant @ \$1,000/month
ELL	<u>4,500</u>	Consultant @ \$500/month
<b>Total Programmatic</b>	<b>58,500</b>	
<b>Contingency</b>	<b>19,969</b>	
<b>Total Start-up Costs</b> <span style="float: right;"><b>450,000</b></span>		
<b>Revenue minus expenses</b> <span style="float: right;"><b>0</b></span>		

(a) Fiscal year begins July 1, therefore our operating budget assumes that full time employees begin work July 1.  
 (b) Refer to narrative for discussion of facility renovation and related costs.

THE STRIDE RITE® FOUNDATION

ARNOLD HIATT CHAIRMAN

February 19, 2002

Deborah Kenny  
Chief Executive Officer  
Village Academies

[REDACTED]  
New York, NY [REDACTED]

Dear Deborah:

It is my pleasure to provide this letter of support to you for Village Academies. I have always been a strong believer in the importance of equal access to quality education for all children, and I am delighted to be among your many early supporters. I am particularly interested in your mission to serve disadvantaged children and your effort to be a catalyst for national systemic change.

Pending approval of the first Village Academies charter applications, you may call on me for financial support of your first school(s) by providing a loan guarantee of \$1,000,000 toward the purchase, construction and/or renovation of a school building. Please stay in touch as the program develops, and let me know how things are progressing.

I look forward to continuing to provide guidance and help for this important project and wish you continued success.

Sincerely,

*Arnold*

Arnold Hiatt

REDACTED

AH:ets

111-6

**BEAR  
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Bear, Stearns & Co Inc.  
245 Park Avenue  
New York, New York 10167  
www.bearstearns.com

Ilan Kaufthal  
Vice Chairman  
Tel 212-272-7220  
Fax 212-881-9508  
ikaufthal@bear.com

February 14, 2002

Mr. Robert Bellafiore  
President  
Charter Schools Institute  
State University of New York  
74 North Pearl Street, 4<sup>th</sup> Fl.  
Albany, NY 12207

Dear Mr. Bellafiore:

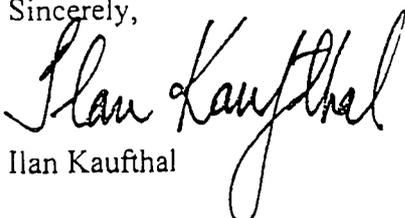
I understand you are leading the effort to evaluate and develop quality charter public schools in New York State. I highly recommend Village Academies and Dr. Deborah Kenny to you and to the State Education Department of New York.

I have known Deborah, the CEO of Village Academies, for over eight years. Deborah has impeccable credentials, a reputation for integrity and a strong ethical sensibility. Simply put, there are no surprises with Deborah. She can be counted on to build and lead a complex operation that delivers results, while at the same time remaining sensitive to the needs of individual students and families.

Throughout the development of Village Academies over the last year, I have been pleased to provide support and advice to Deborah and her team. At her request, I have hosted sessions and provided pro bono guidance on the business planning and presentation. In addition, I have offered to provide introductions to friends and colleagues, including those who serve on boards of education foundations, regarding support for Village Academies.

I believe education in our country stand to benefit from "social entrepreneurs" such as Deborah Kenny. In my view, Village Academies will become one of the most successful non-profit education networks in the country, and has the potential to take education reform to a new level of quality and scale.

Sincerely,

  
Ilan Kaufthal

ANDREA KING

February 22, 2002

Deborah Kenny  
Chief Executive Officer  
Village Academies[REDACTED]  
New York, NY [REDACTED]

Dear Debbie:

Knowing you since we were teenagers in summer camp, nothing gives me greater pleasure than to see you centered behind such an incredible idea as the Village Academies Network. I am more than honored and thrilled to lend my own financial support and to lead the campaign to build a base of supporters for Village Academies from the entertainment industry.

One of the reasons people in our business give so generously to such endeavors is because we realize that, while what we do entertains, it is people like you with a vision and a plan, who really make a difference.

I have arranged individual meetings and group meetings for your upcoming visit, and will also host a fundraising event as soon as possible. I am certain the writers, producers, directors, actors, agents and studio executives I work with will spark to this idea the way I have and will throw their financial support behind the Village Academies dream of educational opportunity for all children.

I am excited by the possibility that lies ahead and look forward to working together.

Sincerely,



Andrea King

REDACTED

44-8

JUL 15 2002

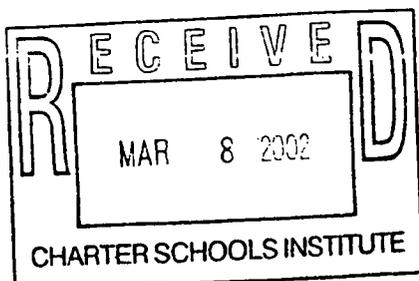
Application to the SUNY Charter Schools Institute

# East Harlem Village Academy Charter School

IN PARTNERSHIP WITH  
The Village Academies Network

*Part 2*

**Volume I:  
Attachments**



# HEATHER LYNN MIKISCH

February 20, 2002

Dr. Deborah Kenny  
Village Academies Network  
[Redacted]  
New York, NY [Redacted]

Dear Deborah:

I am excited about joining your effort to build a non-profit educational organization dedicated to serving children who are less fortunate. Given your past successes, I am convinced that Village Academies Network will set a precedent for the rest of our city in serving students who would otherwise not have access to quality education.

In support of this cause, I would like to commit to providing leadership to Village Academies. I would like to help you develop a corps of volunteers to provide tutoring, mentoring and eventually internships for the students at Village Academies, and raise funds to support this effort. I deeply believe that many of the students will achieve far better success by developing a meaningful relationship with an interested, committed adult.

I would also be happy to raise funds for Village Academies, to assist with fundraising benefits, as well as to actively soliciting my personal and professional contacts for financial support, and to volunteer my services for any other fundraising activities as needed. I would be happy to use my personal fundraising database gathered from close friends and professional contacts.

I am committed to Village Academies and look forward to working closely with you.

Sincerely,



REDACTED

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New York

STRATEGY XXI GROUP LTD  
 515 Madison Avenue  
 34th Floor

New York, New York 10022

Tel. 212-995-0210

Fax. 212-835-6577

E-mail: info@strategy-xxi.com

February 22, 2002

Dr. Deborah A. Kenny  
 Village Academies

[REDACTED]  
 New York, NY [REDACTED]

Dear Deborah:

I am very excited about the mission of Village Academies, and the professional approach that the organization has taken in developing a non-profit education management organization. I have always had a personal commitment and strong belief in the importance of education. Throughout my business life, I have championed the need for better education and institutions that would create an atmosphere conducive to learning — that would provide young people with an atmosphere where they would want to learn. For those very reasons, I have been delighted to be among your first supporters.

As I have told you, I would be happy to help with financial support for the first two charter schools that Village Academies has proposed, in partnership with local community groups in East Harlem and in Brooklyn. For example:

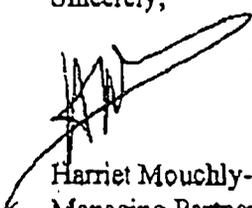
For school start-up funding needs, I will take an active role in the fundraising effort, calling on my business colleagues and friends to help support the project through personal contributions as well as corporate and foundation grants.

With regard to facility needs, pending approval of the charter by the SUNY Charter Schools Institute, I am willing to provide guarantees for a loan covering the purchase, construction and/or renovation of a school building.

I am committed to helping Village Academies in whatever way possible and to the best of my ability to build and sustain charter schools.

I look forward to being a part of Village Academies and its projects for years to come.

Sincerely,

  
 Harriet Mouchly-Weiss  
 Managing Partner

REDACTED

44-10

CATHERINE VISCARDI JOHNSTON

February 28, 2002

Dr. Deborah A. Kenny  
Chief Executive Officer  
Village Academies

[Redacted]  
New York, NY [Redacted]

Dear Deborah:

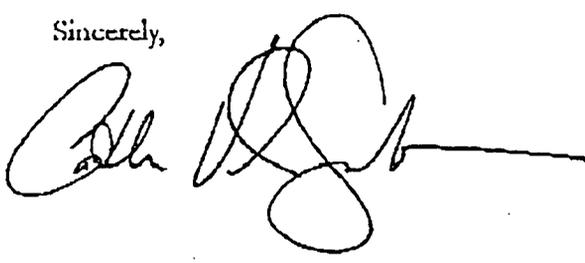
You have done an extraordinary job bringing the dream of Village Academies alive. I have been so impressed with the professionalism and deep dedication of you and your team and with the careful and considered approach you have taken with every aspect of the development a non-profit education network. It gives me great pleasure to work with you on this project and to have been an early nurturer of your dream. You have been a tireless evangelist for quality public education for the widest possible group of children and I applaud your indomitable spirit.

In support of that, I would be happy to offer financial support for the first two charter schools, which are being proposed by Village Academies in partnership with community groups in Brooklyn and East Harlem. For start-up funding I have already approached my colleagues at the Tiger Foundation, who have expressed interest and await a proposal. In addition, I will be happy to actively solicit financial help from business colleagues and friends, who are eager and able to support the project with personal contributions.

With regard to facility needs, pending approval of the charter by the SUNY Charter Schools Institute, I am willing to back a loan guarantee of \$1,000,000 for a loan covering the purchase, construction and/or renovation of a school building.

I remain committed to Village Academies and look forward to its growth and success over the long-term.

Sincerely,



REDACTED

[Redacted] • WESTPORT, CT • [Redacted]  
PHONE: [Redacted] FAX: [Redacted]

44-11

David Zwiebel  
[REDACTED]  
Irvington, NY [REDACTED]

February 17, 2002

Dr. Deborah A. Kenny  
Village Academies

[REDACTED]  
New York, NY [REDACTED]

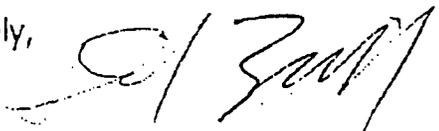
Dear Deborah,

The mission of Village Academies and the business plan is both educationally innovative and financially sound. I am happy to help in the fundraising efforts by networking with my associates to gain project support with personal and corporate contributions and foundation grants.

In addition, I am very pleased to offer my personal financial support for the first two charter schools that Village Academies has proposed, in partnership with community groups in Brooklyn and in East Harlem. Given approval of your charter by SUNY, I will personally guarantee a loan of \$1,000,000 towards the real estate and facility needs of the schools, whether that be purchase or renovation.

I look forward to the success of the Village Academies vision and hope I can be of help as needed throughout this project.

Sincerely,

  
David Zwiebel

REDACTED

44-12

# BILL & MELINDA GATES foundation

*Gates Education Initiative*

July 9, 2002

Dr. Deborah Kenny  
Village Academies

[REDACTED]  
New York, NY [REDACTED]

Dear Deborah:

We are excited about your vision for a network of secondary public school that will provide a quality education to students in primarily underserved communities.

The Bill and Melinda Gates Foundation is pleased to inform you that we will provide a grant of \$2,184,000 for the Village Academies Network to develop and launch the two new Village Academy secondary schools which you are planning in East Harlem, New York and Brooklyn, New York.

We look forward to this opportunity to work with you in developing your Village Academy schools.

Sincerely,



Thomas J. Vander Ark  
Executive Director

/sm

REDACTED

PO Box 23350  
Seattle, Washington 98102  
V 206.709.3100  
F 206.709.3180  
[www.gatesfoundation.org](http://www.gatesfoundation.org)

45

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## 45. First-Year Annual Budget

*Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.*

The following pages outline the first-year budget for the East Harlem Village Academy Charter School, as well as a monthly cash flow for the first year. For a discussion of the assumptions, please refer to attachment 46, which provides a discussion of the assumptions for the five-year budget (which includes the first-year budget).

# East Harlem Village Academy Charter School First-Year Annual Budget and Cashflow Projection

	Start-up (a)	Year One Operating	Year One Total (a)	Cashflow													
				July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June		
Total Students Enrolled		104															
<b>Revenues</b>																	
Operating Revenues		\$ 772,011		\$ 128,668		\$ 128,668		\$ 128,668		\$ 128,668		\$ 128,668		\$ 128,668		\$ 128,668	
Categorical Revenues		169,130															
Food Service Rev.		72,979												72,979			
Title I		68,591												68,591			
Additional SPED Revenue		27,560												27,560			
Federal PCSP Grant		175,000		175,000													
State Stimulus Fund Grant		150,000															
Philanthropic Grants		125,000		125,000													
Total Revenues	450,000	1,391,141	1,841,141	428,668		128,668		128,668		128,668		128,668		297,799		128,668	
<b>Expenses</b>																	
<b>PERSONNEL</b>																	
<b>Salaries</b>																	
Principal		\$ 80,000		\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667
Dean of Students		-		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Master Teacher		30,000		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Lead Teacher		-		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Core Teacher		160,000		13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333
SPED Coordinator/Teachers		27,560		2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297	2,297
Arts Teacher		80,000		6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Technology Specialist		10,000		833	833	833	833	833	833	833	833	833	833	833	833	833	833
Business Manager		22,500		1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875
Security		15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Nurse		-		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Secretary		15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
College Counsellor		10,000		833	833	833	833	833	833	833	833	833	833	833	833	833	833
Total Salaries		450,060		37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505	37,505
<b>Benefits &amp; Taxes</b>																	
Retirement Costs (Full Time Staff)		40,505		3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375
Payroll taxes and other variable costs (all Staff)		43,431		3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619	3,619
Health Care Costs		72,875		6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073	6,073
Total Benefits & Taxes		156,811		13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068	13,068
Total Personnel	93,531	606,871	700,402	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573	50,573

**East Harlem Village Academy Charter School  
First-Year Annual Budget and Cashflow Projection**

	Start-up (a)	Year One Operating	Year One Total (a)	Cashflow											
				July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>OCCUPANCY AND PROPERTY</b>															
Rent Payments		\$ 318,240		\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	\$ 26,520	
Building & Custodial Services		17,680		1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	
Utility Services and Security		44,200		3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	3,683	
Security and Other Real Estate Costs		17,680		1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	
Furniture Rental		9,281		773	773	773	773	773	773	773	773	773	773	773	
<b>Total Occupancy and Property</b>	<b>210,000</b>	<b>407,081</b>	<b>617,081</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	<b>33,923</b>	
<b>ADMINISTRATIVE AND PROFESSIONAL SERVICES</b>															
Advertising & Marketing/Enrollment Expenses		10,000		\$ 5,000	\$ 5,000	-	-	-	-	-	-	-	-	-	
Board Expenses		5,000		417	417	417	417	417	417	417	417	417	417	417	
Financial Audit		5,000												5,000	
Insurance-Property & Liability		25,000		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
Legal Fees		5,000		417	417	417	417	417	417	417	417	417	417	417	
Telecommunications (fixed costs)		15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Office Supplies		550		46	46	46	46	46	46	46	46	46	46	46	
Postage & Delivery		2,600		217	217	217	217	217	217	217	217	217	217	217	
Printing & Reproduction		2,600		217	217	217	217	217	217	217	217	217	217	217	
Office Equipment		2,600		217	217	217	217	217	217	217	217	217	217	217	
Telecommunications		20,625		1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	
<b>Total Administrative and Professional Services</b>	<b>68,000</b>	<b>93,975</b>	<b>161,975</b>	<b>11,581</b>	<b>11,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>6,581</b>	<b>11,581</b>	
<b>PROGRAMMATIC</b>															
Field Trips		\$ 5,200		\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	\$ 433	
Technology (Computers, SIS, AV, etc.)		36,243		3,020	3,020	3,020	3,020	3,020	3,020	3,020	3,020	3,020	3,020	3,020	
Food Service		80,277		6,690	6,690	6,690	6,690	6,690	6,690	6,690	6,690	6,690	6,690	6,690	
Supplies & Materials-Individual Instruction		10,400		867	867	867	867	867	867	867	867	867	867	867	
Student Assessment Materials		3,120		260	260	260	260	260	260	260	260	260	260	260	
Transportation Services		5,200		433	433	433	433	433	433	433	433	433	433	433	
Principal Discretionary Fund		2,000		167	167	167	167	167	167	167	167	167	167	167	
<b>Total Programmatic</b>	<b>58,500</b>	<b>142,439</b>	<b>200,939</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	<b>11,870</b>	
<b>Startup Contingency</b>	<b>19,969</b>														
<b>Total Expenses</b>	<b>450,000</b>	<b>1,250,366</b>	<b>1,700,366</b>	<b>107,947</b>	<b>107,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	<b>102,947</b>	
<b>Surplus/Deficit</b>	<b>\$ 0</b>	<b>\$ 140,775</b>	<b>\$ 140,775</b>	<b>\$ 320,721</b>	<b>\$ (107,947)</b>	<b>\$ 25,721</b>	<b>\$ (102,947)</b>	<b>\$ 25,721</b>	<b>\$ (102,947)</b>	<b>\$ 25,721</b>	<b>\$ (102,947)</b>	<b>\$ 194,851</b>	<b>\$ (102,947)</b>	<b>\$ 20,721</b>	
<b>Cash Available</b>				<b>\$ 320,721</b>	<b>\$ 212,774</b>	<b>\$ 238,495</b>	<b>\$ 135,548</b>	<b>\$ 161,269</b>	<b>\$ 58,322</b>	<b>\$ 84,044</b>	<b>\$ (18,904)</b>	<b>\$ 175,948</b>	<b>\$ 73,001</b>	<b>\$ 93,722</b>	

(a) Please note that not all categories correspond directly (e.g. Letter of Credit), therefore the totals have been used.

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# 46. Five-Year Budget Plan

*Provide a five-year budget plan for the charter school, including the assumptions for changes to expenditure and revenue amounts during this period.*

## *Assumptions*

The following pages outline the estimated five-year budget for the East Harlem Village Academy Charter School along with assumptions, which may be modified as the school program is further developed. Following is a discussion of the assumptions:

### ENROLLMENT

EHVACS will begin with sixth grade and grow one grade per year until it is a 6-12 school. Each grade will have four classes with a paid enrollment of 26 students each. The school will be divided into three small academies: 200 students in the 6<sup>th</sup>-7<sup>th</sup> grade academy, 200 students in the 8<sup>th</sup>-9<sup>th</sup> grade academy, and 300 students in the 10<sup>th</sup>-12<sup>th</sup> grade academy.

	FY 1	FY 2	FY 3	FY 4	FY 5
<b>Classes per school by grade</b>					
Grade 6	4	4	4	4	4
Grade 7		4	4	4	4
Grade 8			4	4	4
Grade 9				4	4
Grade 10					4
<b>Assumed paid enrollment by class (Each class has 26 students)</b>					
Grade 6	104	104	104	104	104
Grade 7		104	104	104	104
Grade 8			104	104	104
Grade 9				104	104
Grade 10				104	104
<b>Total Students</b>	<b>104</b>	<b>208</b>	<b>312</b>	<b>416</b>	<b>520</b>

The above graph takes into account the Average Daily Membership per student payment system currently in place in New York State. Actual enrollment will be approximately 2% above the 26 paid students per class.

## REVENUE

EHVACS assumes a PPE of \$7,423 per student, a growth of 3% per year from the PPE for the school year 2002-2003. In addition to the base revenue, we have made conservative projections in all the following areas of revenue:

- The Title I funding projection is based on 85% of students entitled, and the revenue per student is based on the 2001-2002 formula. It does not take into account the increase that will take effect for 2003-2004.
- Special Education assumes 10% of students receiving services. In addition to school-based special education teacher/coordinator, we have budgeted for a consultant in the start-up phase.
- Food service revenue is assumed at the current rate, and we are additionally conservative by projecting expenses at 110% of revenue.

Particularly during the school's early years, the VA Network will supplement the per-pupil funding by securing philanthropic as well as government grant funding for the school. This includes funds which VAN has received from the Bill and Melinda Gates Foundation.

The VA Network plans to hire an experienced professional to secure government grants for the school. The services and features that Village Academies offers (such as after-school programs, tutoring, professional development, etc.) are aligned with the parameters of many significant government grant offerings.

In addition, the East Harlem VACS anticipates receiving the \$150,000 State Stimulus Fund Grant in its first year of operations. The school anticipates receiving the \$350,000 Federal PCSP Grant (\$175,000 of which was assumed as part of the start-up budget). Therefore, the five-year budget assumes that the balance of this grant, \$175,000, will be applied to additional start-up expenses during the first year of operations.

## EXPENSES

The following is a breakdown of the expenses based on the four financial planning and analysis categories utilized by the Village Academies Network: Personnel, Occupancy and Property, Administrative and Professional Services, and Programmatic. The budget is conservative in expense projections.

## PERSONNEL

The proposed school will be comprised of three distinct academies, each led by a

Master Teacher, whose focus is on supervising, coaching, and evaluating instruction. In addition, the Master Teacher will serve as a substitute as needed. The Dean of Students upholds the schools values and code of conduct so that teaching and learning can proceed without distraction. Advisors reinforce the school's emphasis on creating a small intimate learning environment, and oversee his or her advisees' academic progress. The College Counselor works with students as early as 6<sup>th</sup> grade to make the dream of attending college a reality. Lead teachers ensure Vertical coherence within each discipline. For certain positions during the early stages of the school, certain staff will be part-time employees. The following are the assumed instructional personnel along with their all-in salaries:

<b>Master Teacher</b>	0.5	1.0	2.0	2.0	3.0
Average salary including bonus	\$60,000	\$62,400	\$64,896	\$67,492	\$70,192
<b>Lead Teacher</b>	0.0	0.0	4.0	5.0	5.0
Average salary including bonus	\$44,000	\$45,760	\$47,590	\$49,494	\$51,474
<b>Teacher</b>	4.0	8.0	8.0	11.0	15.0
Average salary including bonus	\$40,000	\$41,600	\$43,264	\$44,995	\$46,794
<b>Arts Teacher</b>	2.0	4.0	5.0	7.0	8.0
Average salary including bonus	\$40,000	\$41,600	\$43,264	\$44,995	46,794

The budget assumes that salaries increase at a rate of 4% per year.

To ensure that the instructional staff can focus on teaching children, rather than administrative and operational issues, EHVACS will have a business manager, who reports to the executive director. The business manager will handle operational responsibilities such as accounting, real estate, H.R., financial planning, legal services and additional non-academic "back office" support services.

The budget is also conservative in estimating benefits for its employees. Variable costs for all employees (including retirement costs and taxes) total approximately 20% of salary. Additionally, each employee will receive approximately \$5,300 of health care benefits (which grows at 12% per year).

#### OCCUPANCY AND PROPERTY

As mentioned in the discussion on real estate strategy, the business plan calls for securing leased space. We assume that we will secure space for \$18 per square feet, which is

based on current market rates and research conducted by the VA Network real estate task force. Additionally, we project paying approximately \$4.50 per square feet for building maintenance and custodial services, utility services, security and other real estate costs.

#### ADMINISTRATIVE AND PROFESSIONAL SERVICES

EHVACS will try to limit its administrative and professional services expenses to focus the maximum amount of resources in the classroom. However, it is crucial to maintain adequate insurance, purchase office supplies, retain legal representation, etc. We divide expenses into two categories: fixed and variable. Fixed costs include:

- Financial audit
- Board expenses
- Insurance
- Legal fees
- Certain telecommunications costs (e.g. a T1 line)

Other costs are driven by the number of faculty or students teaching or enrolled, respectively, at the school. For example, postage is at \$25 per student, while we allocate \$300 per year for each teacher to have a cell phone.

While we plan to pursue pro bono arrangements, the budget is conservative in assuming that we will pay for all professional services.

#### PROGRAMMATIC

Virtually every major programmatic expense is variable, based on the number of students enrolled. Additionally, to the extent possible, the strategic financial plan calls for financing certain supplies such as computers for staff and students.

Special education expenses are somewhat higher than special education revenue provided which is the most realistic scenario, i.e. we assume that we will incur some additional costs per child. These additional costs include salary and benefits for the special education teacher/coordinator, as well as the \$9,000 in pre-opening expenses for a special education consultant to provide student evaluation and consulting services.

With regard to transportation, since the district will only be required to provide transportation for our students during the days in which all NYC students are in school, we may allocate additional transportation funds to account for our longer school year.

# East Harlem Village Academy Charter School

## Five-Year Operating Budget

	Fiscal Year Ending June 30,				
	2004	2005	2006	2007	2008
Total Students Enrolled	104	208	312	416	520
<b>Revenues</b>					
Operating Revenues	\$ 772,011	\$ 1,590,342	\$ 2,457,079	\$ 3,374,388	\$ 4,344,524
Categorical Revenues	169,130	348,408	538,291	739,253	951,788
Food Service Rev.	72,979	150,336	232,270	318,984	410,692
Title I	68,591	141,298	218,306	299,806	386,001
Additional SPED Revenue	27,560	56,774	87,715	120,462	155,095
Federal PCSP Grant	175,000	175,000	-	-	-
State Stimulus Fund Grant	150,000				
Philanthropic Grants	125,000	125,000	150,000	-	-
Total Revenues	1,391,141	2,238,750	3,145,369	4,113,640	5,296,312
<b>Expenses</b>					
<b>PERSONNEL</b>					
<u>Salaries</u>					
Principal	\$ 80,000	\$ 83,200	\$ 86,528	\$ 89,989	\$ 93,589
Dean of Students	-	26,000	27,040	56,243	58,493
Master Teacher	30,000	62,400	129,792	134,984	210,575
Lead Teacher	-	-	190,362	247,470	257,369
Core Teacher	160,000	332,800	346,112	494,940	701,915
SPED Coordinator/Teachers	27,560	56,774	87,715	120,462	155,095
Arts Teacher	80,000	166,400	216,320	314,962	374,355
Technology Specialist	10,000	20,800	21,632	44,995	46,794
Business Manager	22,500	23,400	24,336	50,619	52,644
Security	15,000	31,200	32,448	33,746	70,192
Nurse	-	-	-	-	-
Secretary	15,000	31,200	32,448	33,746	35,096
College Counsellor	10,000	10,400	21,632	44,995	46,794
Total Salaries	450,060	844,574	1,216,365	1,667,150	2,102,910
<u>Benefits &amp; Taxes</u>					
Retirement Costs (Full Time Staff)	40,505	76,012	109,473	150,044	189,262
Payroll taxes and other variable costs (all Staff)	43,431	81,501	117,379	160,880	202,931
Health Care Costs	72,875	132,076	189,477	281,091	375,284
Total Benefits & Taxes	156,811	289,589	416,329	592,014	767,477
<b>Total Personnel</b>	606,871	1,134,163	1,632,694	2,259,165	2,870,387

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# East Harlem Village Academy Charter School

## Five-Year Operating Budget

	Fiscal Year Ending June 30,				
	2004	2005	2006	2007	2008
<b>OCCUPANCY AND PROPERTY</b>					
Rent Payments	\$ 318,240	\$ 330,970	\$ 688,417	\$ 715,953	\$ 1,040,238
Building & Custodial Services	17,680	18,210	37,513	38,639	55,600
Utility Services and Security	44,200	44,200	88,400	88,400	123,500
Security and Other Real Estate Costs	17,680	18,210	37,513	38,639	55,600
Furniture Rental	9,281	19,304	30,092	41,667	54,054
<b>Total Occupancy and Property</b>	<b>407,081</b>	<b>430,894</b>	<b>881,935</b>	<b>923,298</b>	<b>1,328,993</b>
<b>ADMINISTRATIVE AND PROFESSIONAL SERVICES</b>					
Advertising & Marketing/Enrollment Expenses	10,000	10,300	10,609	10,927	11,255
Board Expenses	5,000	5,150	5,305	5,464	5,628
Financial Audit	5,000	5,150	5,305	5,464	5,628
Insurance-Property & Liability	25,000	25,750	26,523	50,000	51,500
Legal Fees	5,000	5,150	5,305	5,464	5,628
Telecommunications (fixed costs)	15,000	15,450	15,914	16,391	16,883
Office Supplies	550	917	1,209	1,650	2,026
Postage & Delivery	2,600	5,356	8,275	11,364	14,632
Printing & Reproduction	2,600	5,356	8,275	11,364	14,632
Office Equipment	2,600	5,356	8,275	11,364	14,632
Telecommunications	20,625	34,376	45,353	61,876	75,972
<b>Total Administrative and Professional Services</b>	<b>93,975</b>	<b>118,311</b>	<b>140,346</b>	<b>191,328</b>	<b>218,413</b>
<b>PROGRAMMATIC</b>					
Field Trips	\$ 5,200	\$ 10,712	\$ 16,550	\$ 22,729	\$ 29,263
Technology (Computers, SIS, AV, etc.)	36,243	76,391	126,688	151,194	182,560
Food Service	80,277	165,370	255,497	350,882	451,761
Supplies & Materials-Individual Instruction	10,400	21,424	33,100	45,457	58,526
Student Assessment Materials	3,120	6,427	9,930	13,637	17,558
Transportation Services	5,200	10,712	16,550	22,729	29,263
Principal Discretionary Fund	2,000	2,060	2,122	2,185	2,251
<b>Total Programmatic</b>	<b>142,439</b>	<b>293,096</b>	<b>460,437</b>	<b>608,814</b>	<b>771,183</b>
<b>Total Expenses</b>	<b>1,250,366</b>	<b>1,976,464</b>	<b>3,115,412</b>	<b>3,982,605</b>	<b>5,188,975</b>
<b>Surplus/Deficit</b>	<b>\$ 140,775</b>	<b>\$ 262,286</b>	<b>\$ 29,957</b>	<b>\$ 131,035</b>	<b>\$ 107,337</b>

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# East Harlem Village Academy Charter School

## Assumptions - 5-Year Operating Budget

	Fiscal Year Ending June 30,				
	2004	2005	2006	2007	2008
<b>ENROLLMENT</b>					
Total Student Enrollment	106	212	318	424	531
Paid Student Enrollment (ADM adjustment)	104	208	312	416	520
New Student Enrollment Per Year	104	104	104	104	104
Title I Students	88.4	177	265	354	442
SPED Students	10.4	21	31	42	52
<b>REVENUE</b>					
State PPE	\$ 7,423	\$ 7,646	\$ 7,875	\$ 8,112	\$ 8,355
<u>Categorical</u>					
Food Service Cost per Day, PS	\$ 3.51	\$ 3.61	\$ 3.72	\$ 3.83	\$ 3.95
Total Food Service Rev. (\$0 if outsourced)	72,979	150,336	232,270	318,984	410,692
Title I (PS)	776	799	823	848	873
% of Title I Children	85%	85%	85%	85%	85%
Additional SPED/ESL Revenue PS	2,650	2,730	2,811	2,896	2,983
% of Children who are SPED	10%	10%	10%	10%	10%
Textbook, library and computer aid	83	85	88	90	93
Federal PCSP Grant	175,000	175,000			
State Stimulus Fund Grant	150,000				
Philanthropic Grants	125,000	125,000	150,000		
Assumed Revenue Growth Rate	6.0%	3.0%	3.0%	3.0%	3.0%
<b>PERSONNEL</b>					
Salary Growth Per Year	4.0%	4.0%	4.0%	4.0%	4.0%
Principal	1.0	1.0	1.0	1.0	1.0
Average Salary Including Bonus	80,000	\$ 83,200	\$ 86,528	\$ 89,989	\$ 93,589
Dean of Students	0.0	0.5	0.5	1.0	1.0
Salary	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	\$ 58,493
Teachers					
Master Teacher	0.5	1.0	2.0	2.0	3.0
Average Salary Including Bonus	\$ 60,000	\$ 62,400	\$ 64,896	\$ 67,492	\$ 70,192
Lead Teacher	0.0	0.0	4.0	5.0	5.0
Average Salary Including Bonus	44,000	45,760	47,590	49,494	51,474
Core Teacher	4.0	8.0	8.0	11.0	15.0
Average Salary Including Bonus	40,000	41,600	43,264	44,995	46,794
Special Education Coordinator/Teachers	0.6	1.2	1.8	2.4	3.0
SPED Teaching Services (as % of revenue)	100%	100%	100%	100%	100%
Average Salary Including Bonus	44,000	45,760	47,590	49,494	51,474
Arts Teacher	2.0	4.0	5.0	7.0	8.0
Salary	40,000	41,600	43,264	44,995	46,794
Periods required to be covered per day by art teachers	2				
Art Teacher class periods per day	5				
Associate Teacher	4.0	4.0	4.0	5.0	5.0
Average Salary Including Bonus	-	\$ -	\$ -	\$ -	\$ -
Business Manager	0.5	0.5	0.5	1.0	1.0
Average Salary Including Bonus	45,000	\$ 46,800	\$ 48,672	\$ 50,619	\$ 52,644
Security	0.5	1	1	1	2
Average Salary Including Bonus	30,000	\$ 31,200	\$ 32,448	\$ 33,746	\$ 35,096
Nurse	0.25	0.50	0.50	0.75	1.00
Average Salary Including Bonus	-	\$ -	\$ -	\$ -	\$ -
Technology Specialist	0.3	0.5	0.5	1.0	1.0
Average Salary Including Bonus	40,000	\$ 41,600	\$ 43,264	\$ 44,995	\$ 46,794

College Counsellor	0.25	0.25	0.50	1.00	1.00
Average Salary Including Bonus	40,000	\$ 41,600	\$ 43,264	\$ 44,995	\$ 46,794
Secretary	0.5	1.0	1.0	1.0	1.0
Average Salary Including Bonus	30,000	\$ 31,200	\$ 32,448	\$ 33,746	\$ 35,096
Total FTE	14	22	29	38	45
Total Staff	14	22	29	38	45
<b>Benefits</b>					
Retirement Costs (Full Time Staff)	9%	9%	9%	9%	9%
Payroll taxes and other variable costs (all Staff)	10%	10%	10%	10%	10%
Health Care Costs	5,300	5,936	6,648	7,446	8,340
Health Care Growth Rate		12%	12%	12%	12%
<b>OCCUPANCY &amp; PROPERTY</b>					
Minimum Sq. Ft.	17,680	17,680	35,360	35,360	49,400
Sq. Ft. PS	85	85	85	85	95
Rent/ Dollars Per Sq. Ft.	\$ 18	\$ 19	\$ 19	\$ 20	\$ 21
Building Maintenance & Custodial Services Dollars (Per Sq. Ft.)	\$ 1.00	\$ 1.03	\$ 1.06	\$ 1.09	\$ 1.13
Utility Services and Security (Dollars Per Sq. Ft.)	2.50	2.50	2.50	2.50	2.50
Security and Other Real Estate Costs (Dollars Per Sq. Ft.)	1.00	1.03	1.06	1.09	1.13
<b>ADMINISTRATIVE AND PROFESSIONAL SERVICES</b>					
Inflation		3.0%	3.0%	3.0%	3.0%
<b>Per School:</b>					
Advertising & Marketing/Enrollment Expenses	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Board Expenses	5,000	5,150	5,305	5,464	5,628
Financial Audit	5,000	5,150	5,305	5,464	5,628
Insurance-Property & Liability	25,000	25,750	26,523	50,000	51,500
Legal Fees	5,000	5,150	5,305	5,464	5,628
Telecommunications (fixed costs)	15,000	15,450	15,914	16,391	16,883
<b>Variable Costs:</b>					
Minimum Office Supplies	10,000	10,300	10,609	10,927	11,255
Office Supplies (Per FTE)	40	41	42	44	45
Postage & Delivery (PS)	25	26	27	27	28
Printing & Reproduction (PS)	25	26	27	27	28
Office Equipment (PS)	25	26	27	27	28
Telecommunications/cellphones (Per Teacher) \$300	1,500	1,545	1,591	1,639	1,688
<b>PROGRAMMATIC</b>					
Field Trips (PS)	50	52	53	55	56
Food Service (as % of revenue, assumes feeds non FRL students))	110%	110%	110%	110%	110%
Food Service Costs	80,277	165,370	255,497	350,882	451,761
Consumable Materials-Individual Instruction (Per Kid)	100	103	106	109	113
Student Assessment Materials (Per Kid)	30	31	32	33	34
Transportation Services (Per Kid)	50	52	53	55	56
Principal Discretionary Fund	2,000	2,060	2,122	2,185	2,251
<b>LEASE DATA</b>					
Furniture Costs PNS	350	361	371	382	394
Number of periods (months) lease	60	60	60	60	60
Percentage replaced yearly	5.0%	5.0%	5.0%	5.0%	5.0%
Lease rate	10.0%	10.0%	10.0%	10.0%	10.0%
Technology (Software and Hardware for Staff and Student) Costs PNS	900	700	721	743	765
Percentage replaced yearly	0.0%	33.0%	33.0%	33.0%	33.0%
Number of periods (months) lease	36	36	36	36	36
Percentage replaced yearly	5.0%	5.0%	5.0%	5.0%	5.0%
Lease rate	10.0%	10.0%	10.0%	10.0%	10.0%

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## 47. Evidence of Budget Soundness and Evidence of Start-Up Funds

*Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound and that the proposed school would have sufficient start-up funds available to it.*

### *Supporting Evidence of Budget Soundness*

#### RESEARCH BEHIND FINANCIAL MODEL

While it is impossible to gain complete certainty in any planning phase, the founders of Village Academies, over the course of more than six months, have engaged in extensive research, in an effort to develop a sound business plan for the proposed school. A wide variety of individuals and groups have reviewed the school start-up plan and financial model, including experienced charter school directors, education foundations, private-sector financial analysts, real estate executives, and others. To assure ongoing fiscal solvency, the Executive Director and Business Manager will continue to consult with the aforementioned sources, and will provide a monthly and quarterly budget review and analysis.

#### CONSERVATIVE PROJECTIONS AND CONTINGENCY FUND

The assumptions and narrative in the five-year budget above demonstrate, in detail, the conservative nature of the financial plan, with regard to both revenue and expenses. Furthermore, a substantial contingency fund to pay for any unexpected expenses and/or problems is built into the budget.

#### AMPLE START-UP TIME FRAME

Pending approval, the EHVACS will be in a strong position—financially as well as educationally—thanks to the early submission process that the Institute has offered this year. The additional time will provide ample opportunity for thorough planning and start-up.

#### VA NETWORK SUPPORT

The VA Network will offer valuable resources to EHVACS in order to assure its educational success and financial stability. The following chart details an anticipated roster of the services and support the VA Network plans to provide to the school. In light of this substantial level of service to the school as a part of the VA Network, the East Harlem Village Academy Charter School's budget assumptions are particularly sound

Category	VILLAGE ACADEMIES NETWORK SUPPORT TO THE SCHOOL
Professional Development	<ul style="list-style-type: none"> <li>• Pre-opening professional development program</li> <li>• Continuous professional development for each teacher</li> <li>• Classroom observation, weekly feedback and instructional coaching.</li> </ul>
Academic Design and Curriculum	<ul style="list-style-type: none"> <li>• Academic standards developed by national design team, and on-going curriculum guidance provided.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Quantitative and qualitative data collection and analysis provided to principal and master teachers.</li> <li>• Assessment program including internet-based monitoring of student progress, reduces teacher and principal paperwork, increases instructional improvement.</li> </ul>
Finance, Planning and Accounting	<ul style="list-style-type: none"> <li>• Develop and adjust annual budgets.</li> <li>• Establish and implement monthly budget management process.</li> <li>• Manage bi-weekly payroll.</li> <li>• Provide monthly accounting services.</li> </ul>
Community Partnerships	<ul style="list-style-type: none"> <li>• Build relationships with local community groups.</li> <li>• Develop services to support summer programs, tutoring, internships and other supplementary intensive study programs.</li> </ul>
Grant writing and fundraising	<ul style="list-style-type: none"> <li>• Leverage relationships with local and national funders to generate funding available to school.</li> <li>• Provide comprehensive grant development and writing for school.</li> </ul>
Reporting/Compliance	<ul style="list-style-type: none"> <li>• Assistance with all local, state and federal reporting and compliance statutes.</li> <li>• Comprehensive systems to support reporting functions.</li> </ul>
Human resources	<ul style="list-style-type: none"> <li>• Establish employee standards and protocols.</li> <li>• Monitor compliance with all relevant statutes.</li> <li>• Assist in H.R. functions for all school based staffed.</li> </ul>
Real Estate	<ul style="list-style-type: none"> <li>• Real estate task force to research and acquire property for school use.</li> <li>• Oversee all necessary renovation and construction.</li> </ul>
Teacher Recruitment	<ul style="list-style-type: none"> <li>• Provide world-class staff recruitment program</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Operations manager and start-up specialist assigned to assist school staff.</li> <li>• Leverage best practice expertise with other local charter schools.</li> </ul>
Insurance	<ul style="list-style-type: none"> <li>• Access to system wide insurance policies.</li> <li>• Risk management expertise to supplement school safety &amp; security procedures.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Proven strategies for integrating technology across the curriculum.</li> <li>• Support local area network.</li> </ul>

Please note: This chart and the narrative regarding the VA Network services reflects best current estimates of the level of support and service VA Network aims to provide.

*Evidence of Funds*

The founders of the Village Academies Network are committed to ensuring that the required funds for school start-up and operations are secured, and are currently in dialogue with the foundations that have been contributors to charter school reform efforts. Additional letters of financial commitment will be forwarded to the Institute as soon as possible.

**VILLAGE ACADEMIES**

August 15, 2002

Mr. James D. Merriman IV  
Executive Director  
Charter Schools Institute  
74 North Pearl Street, 4<sup>th</sup> Floor  
Albany, NY 12207

Dear Mr. Merriman:

We are writing to confirm the following:

- Village Academies Network will provide the necessary philanthropic funding required to support the start-up and initial operating deficits of both the East Harlem Village Academy Charter School (EIVACS) and the East New York Village Academy Charter School (ENYVACS), as indicated in each charter application's budget.
- In addition to financial support, Village Academies Network plans to provide a variety of services to the charter schools, such as those outlined in attachment 47. There will be no charge to the schools for these services.
- Village Academies Network has not requested, and does not anticipate receiving, funding from either charter school.

Please feel free to contact us should there be any further questions.

Thank you.

Sincerely,



Deborah Kenny

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## 48. Programmatic and Fiscal Audits

*Detail the charter school's requirements for the performance of programmatic and fiscal audits.*

### *Program Audit*

East Harlem Village Academy Charter School shall provide an annual report to the State University Board of Trustees and to the State Board of Regents. The annual report will be issued no later than the first day of August of each year for the preceding school year. The annual report shall include the following:

- A School Report Card, which shall include measures of the comparative academic and fiscal performance of the school, as prescribed by the commissioner in regulations adopted for such purpose. Such measures shall include, but not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil.
- Discussion of the progress made towards achievement of the goals set forth in the charter.
- A certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school.

Furthermore, we will develop an Accountability Plan, as prescribed by the State University Charter Schools Institute, that will contain multiple measures to determine school progress in academic measures, organizational viability and other program areas which we will determine in consultation with the Institute.

### *Fiscal Audit*

The East Harlem Village Academy Charter School will contract with a New York State certified public accountant to annually conduct an independent fiscal audit, consistent with generally accepted accounting and audit standards, and in accordance with section 285 4(1)(c) of the Education Law.

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## 49. Insurance Plan

*Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.*

East Harlem Village Academy Charter School will develop a comprehensive plan for insurance coverage, in consultation with a licensed and state approved insurance company, such as Chubb, CNA or Travelers. We anticipate that our plan will include the following coverage:

- **Automobile.** We will secure coverage for school vehicles, possibly including school buses or vans.
- **Directors and Officers (D&O).** This will protect our officers and board members.
- **Employee Insurance Benefits.** Our school will provide a competitive benefits package to employees, which will most likely include health, dental, vision, and life insurance.
- **General Liability.** We will secure general liability coverage to protect the school against personal injury, bodily injury, property damage, and libel and slander claims.
- **Property.** The loss of damage of school property will be covered through a property insurance policy that includes such areas as building, equipment, valuable documents, property of others on our premises, and more.
- **Umbrella.** We will secure umbrella liability to provide excess protection and to increase the limits of our property and D&O policies.
- **Workman's Compensation.** The New York State Insurance Fund will most likely provide our workman's compensation insurance policy.

The costs associated with the aforementioned policies are provided in the budgets that are contained in section IX. Costs are projected to increase annually, as our student enrollment increases.

## ESTIMATED COVERAGE FOR SELECTED POLICIES

Policy	Estimated Coverage
Automobile	\$1,000,000
Directors and Officers (D&O)	\$1,000,000
Umbrella	\$2,000,000

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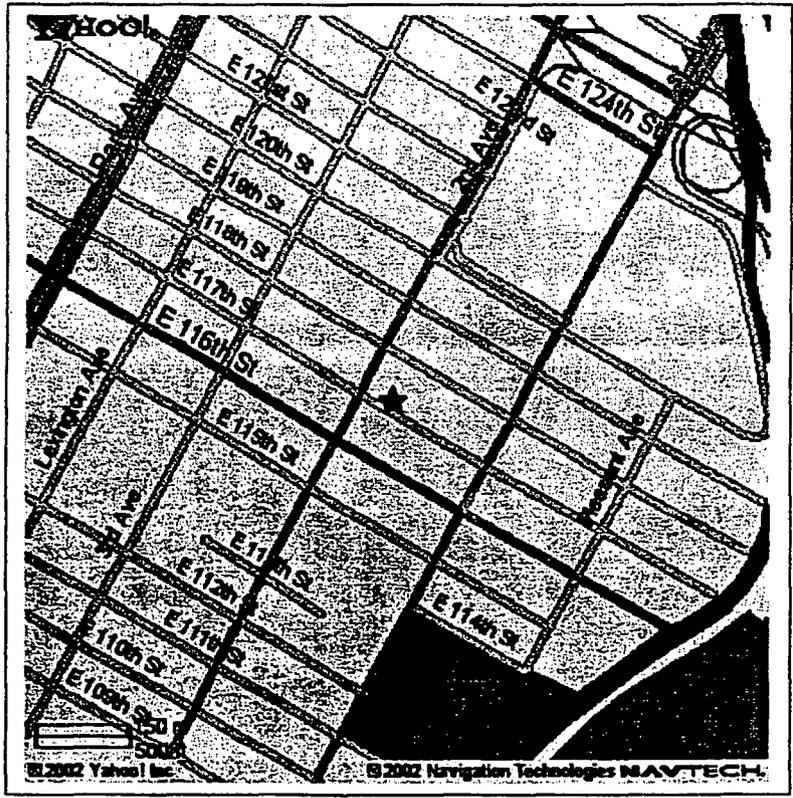
Section IX

# **School Facilities**

# 50. School Location

*Indicate where the charter school would be located, including complete street address (if known), municipality and school district. If the school would be located within the City of New York, provide the community school district location.*

The permanent facility for the East Harlem Village Academy Charter School, pending its approval by the Charter Schools Institute, will be located in the East Harlem community of New York, New York. East Harlem is located from approximately 96th Street to 125th Street, and from Fifth Avenue to the East River. The community school district in which the East Harlem Village Academy Charter School would be located is District 4.



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## 51(a). Facility Description

*If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use.*

The Village Academies Network has been actively engaged in real estate research and planning for over six months. The organization's real estate task force has identified several potential facilities that would be suitable for the school. A final school location has not been determined, however we anticipate making additional progress during the coming weeks, and will notify the Charter Schools Institute of any significant developments.

We applaud and greatly appreciate the Institute's initiative to offer an earlier round for applications. We anticipate, pending approval, more than sufficient time to identify, secure and renovate a school facility for an August 2003 opening.

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## 51(b). Plan for Identifying Facility

*If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the Charter Schools Institute within ten days of securing a facility.*

The East Harlem Village Academy Charter School will notify the Charter Schools Institute within ten days of securing a facility.

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## 52. Facility Ownership or Lease Agreement

*If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.*

We anticipate that a facility would be leased, rather than purchased, particularly for the first two years of operation when the enrollment will be 104 then 208 students respectively. However we do not rule out the possibility of a purchase. Pending approval of the charter, we would notify the Charter School Institute regarding updated school facility plans.

In the start-up phase of the first two years we will lease approximately 17,000 to 20,000 square feet. In the permanent facility we will lease or purchase approximately 60,000 to 65,000 square feet to meet the full capacity of 728 students in grades 6 through 12.

### *Plan for Leasing/Purchasing*

Following is an overview of the VA Network's strategic approach to real estate acquisition and financing, as well as key assumptions regarding facility needs. While the Village Academies Network plans to provide a variety of real estate services to the school at no charge (such as site search, assessment, renovation management, financing arrangements, etc.), it is anticipated that the EHVACS will most likely be the lease holder (or purchaser, in the case of facility purchase) of the school facility.

### *Real Estate Strategy*

The Village Academies Network, has a two-part real estate strategy:

**Leasing Facilities.** The principal real estate strategy is to lease, rather than purchase, facilities. There are three core reasons underlying this strategy.

1. First and foremost, it allows us to spend management time and philanthropic funds on education rather than real estate. The Village

Academies Network intends to focus on educating and serving children in urban communities, rather than school construction.<sup>13</sup>

2. It maximizes the ability to develop new schools.
3. This strategy minimizes capital investment, which has been the Achilles heel of numerous charter schools.

The most likely scenario for a leased facility would be in commercial real-estate space within transitional neighborhoods where New York real estate owners have underused former large manufacturing or storage spaces in which they are seeking to upgrade their tenancies. They most frequently seek to include a mix of ground floor retail tenancy with upper floor office or residential. In New York, in this type of redevelopment upgrade, these real-estate owner/developers will seek to fill their less desirable second, third and fourth floor spaces with community development tenancies so that they can include that funding in their financing packages. These deals are common in the New York real-estate community and typically the owners will provide a turnkey (ready for occupancy) facility in the range of \$16 to \$24 per square foot net including utilities and maintenance. Costs depend on the exact neighborhood, the level of finishing, and what the developer is starting with (new construction, a building in poor condition or one in basically good shape). The building owner would provide financing for the turnkey renovation/build out. Village Academies would need a Letter of Credit to secure a few months of rental deposit security.

**Purchasing Facilities.** The second strategy is to acquire a permanent facility through a direct purchase. For these scenarios the renovation cost amortization and utility and maintenance is estimated to be about \$14 per square foot. The East Harlem VACS will benefit from VA Network's unique position to leverage relationships within the New York City real estate and business communities, which is expected to result in a variety of attractive opportunities. The founders of VA Network have already provided and secured, a full eighteen months in advance of opening the proposed school, several personal loan guarantees, of \$1,000,000 each, and will continue to secure additional loan guarantees as needed.

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<sup>13</sup> This strategy is based on the retail industry model. In order to build and grow an effective organization, retailers focus on their core business of customer service and sales, rather than real estate development and maintenance.

### *Key Assumptions*

The financial plan is based on an estimate of 85 square feet per student. Given the anticipated proximity of our school to the parks, universities, sports facilities and cultural resources of New York City, this is a reasonable assumption.

### *School Start-Up*

Our academy's "start-up" or initial site will be in leased space that can accommodate 200 students, or two years of staged enrollment growth. For this interim facility, the plan calls for thoroughly researching and assessing all feasible possibilities, such as office buildings, warehouse space, churches, vacant schools and on co-location opportunities within or adjacent to public facilities such as schools, colleges and universities, libraries, hospital campuses, YM/YWCA's and others.

### *Permanent Facility*

The Village Academies real estate plan calls for a permanent school facility starting at approximately 35,000 going to 62,000 square feet in a two stage plan to house a student population of 400 (6th-9th grade) going to 700 (6th-12th grade) students. The typical Village Academy permanent facility will include the following features: between 20 and 25 classrooms, cafeteria, kitchen, multi-purpose room, administrative offices and teachers' lounge.

### *Real Estate Development and Financing*

In the cases where the VA Network becomes involved with developing a permanent school facility, the following section outlines the plan for real estate development and financing.

### *Facility Development*

The VA Network will pursue an 18-24 month real estate development cycle for each permanent facility as follows:

- Identify and evaluate prospective sites: 2-6 months

- Conduct site evaluation and feasibility analysis: 2-3 months
- Negotiate leases and/or purchase contracts and perform due diligence: 2-3 months
- Initial pre-construction, e.g. cost estimating, budgeting and schedule development: 1-3 months
- Design development and permitting: 6-12 months
- Construction and project management: 6-12 months

The VA Network will partner with a real estate project management company such as Civic Builders or The Eastridge Companies, real estate organizations focused on the procurement and development of educational facilities. Under the guidance of the Executive Director and any other personnel to whom she would delegate, they would manage the site selection, acquisition, and development functions. For tenant build-out, renovation and ground-up development projects, the project management company will serve as the project manager in cooperation with the Village Academies real estate team. The project manager will coordinate the functions necessary to achieve our school's design, construction and completion goals. Specifically, they will assist in the selection of an architect, general contractor and other applicable consultants, help in the production and review of contracting documents, manage the pre-construction phase including design, regulatory issues, zoning approvals and permitting, coordinate value engineering between owner, contractor, and architect, manage the construction process, manage project to schedule and budget, review/approve all change orders, perform quality control inspections, coordinate weekly project meetings, coordinate necessary inspection work, and manage project close out including coordinate application for certificate of occupancy, approve all punch list items, warranty information, contractual obligations, quality review, final inspections, etc.

### *Facility Financing*

In the current charter school financing environment, the most prevalent sources of direct ownership debt financing for facilities include conventional commercial mortgage financing; tax-exempt bond financing; and a variety of community development finance programs.

### *Conventional Debt Financing*

Conventional commercial mortgage financing is debt provided by banks and saving and loans. Charter schools can typically borrow up to 75% of total facility project cost. Generally, these loans will amortize over 20 to 25 years depending on the quality of the underlying real estate. Interest rates are tied to benchmarks such as treasury bonds or LIBOR. In addition to 25% equity, this type of financing may require some personal guarantees from board members or a credit enhancement depending on the track record of the school. (Village Academies has already secured, a full eighteen months in advance of opening the proposed school, several personal loan guarantees, of \$1,000,000 each, and will continue to secure additional loan guarantees as needed.) Local and regional banks as well as large national banks such as Bank of America offer this financing. The federal government and various states currently provide low-interest loan funds to support the purchase or leasing of school facilities. As a charter school, we may pledge, assign, or encumber our assets to be used as collateral for loans or extensions of credit. However, we may not pledge or assign our school aid operating funds that it receives from local school districts in connection with the purchase or construction, acquisition, reconstruction, rehabilitation, or improvement of a school facility. Accordingly, as a charter school, we may obtain a mortgage so long as the lender does not require that the mortgage be secured by the school's school aid payments. A number of new initiatives, such as the Charter Schools Development Corporation's credit enhancement program, make it easier for charter schools to obtain funding.

### *Tax-Exempt Bond Financing*

Although a charter school with a successful track record may be able to issue tax-exempt bonds to fund facility costs, we do not anticipate pursuing this option.

### *Community Development Financing Programs*

We may explore one of the specialized financing programs that are available through community development organizations, community banks, CRA lenders and non-profit organizations. These programs typically offer financing that supplements more traditional financing and can as specialized as leasehold improvement loans, furniture, fixtures and equipment loans, and so on.

### *Additional Financing Sources*

Additional, non-traditional sources of financing, which we may explore, include social conscience investment funds, educational investment funds, new markets tax credit funds, foundations and corporate pension plans.

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## 53. Description and Layout of School Facility

*Provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities (e.g. dormitories or faculty housing).*

The initial facility will be designed for a capacity of 208 students in 6th and 7th grades. It will include approximately the following: classrooms of between 700 to 1200 square feet, laboratories, a multipurpose room, teacher meeting room, a library and media resource room, administrative offices, bathrooms and common areas.

The permanent facility will be phased to start in year three to include a final capacity of 728 students in year seven including 6th thru 12th grades occupying approximately 60,000 to 65,000 square feet. The facility will be designed to include all the functions of the start-up facility. In addition, it will include a kitchen, cafeteria and additional specialized classrooms (which had been taking place in the multipurpose room in the start-up facility) such as rooms for art, music, etc.

The architecture will be designed to reflect and enhance the educational plan. Each of the three "academies" within the charter school (the 6th-7th grade academy, the 8th-9th grade academy, and the 10th-12th grade academy) will occupy its own distinct, dedicated space. A variety of design methods will be utilized to carry out the school's objective of creating three separate, intimate, small learning communities for students. The 6th-7th grade academy's space will be designed to serve 208 students, as will the 8th-9th grade academy's space; the 10th-12th grade academy's space will be designed to serve 312 students.

There will be clusters of classroom space adjacent to common areas to create a sense of community. The facility will maximize natural light, color and warmth of materials to make the space feel orderly, comfortable and friendly. There will be large and small spaces, which are flexible to give a sense of personal options for student as well as faculty interaction, intellectual collaboration and creativity. This esthetic will be relevant to allow a sense of pride and ownership of the school and its mission.

The design specifics will be finalized once a charter is granted and the permanent site is determined.

The facility will comply with all applicable code requirements and the federal Americans with Disabilities Act.

It should be noted that this proposed facility layout and description is a general sense of what we anticipate, and it is expected that the plan will be modified during the planning year for the school.

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## 54. Student Transportation

*Attach a description of the transportation arrangements made for charter school students, including arrangements made for students who would not qualify for public school transportation under Education Law, and any supplemental transportation arrangements planned with the school district.*

The school district is required to provide transportation to the school within a certain distance. We will work with the school district in providing these services. The school will not provide supplemental transportation to students ineligible for transportation under § 3635 of the Education Law.

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## 55. Expansion Plan

*Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the charter.*

The East Harlem Village Academy Charter School will begin with one grade level, 6th grade, in the first year, with a projected total enrollment of 104 students. It is the intent of the school to add one grade per year for seven years, at which point the school will reach a total enrollment of 728 students at full capacity.

The revenues will increase based on per pupil enrollment, however the school will begin to realize beneficial economies of scale in its 6th and 7th year of operations and beyond.

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Section XI:

# Miscellaneous

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## 56. Assurances Regarding Private School Conversion

*Please indicate whether the charter school you propose would:*

- *Have the same or substantially the same board of trustees and/or officers as an existing private school;*
- *Draw from an existing private school a substantial portion of the employees of the charter school;*
- *Would receive from an existing private school a substantial portion of such private school's assets or property; or*
- *Would be located at the same site as an existing private school.*

The East Harlem Village Academy Charter School would not have the same or substantially the same board of trustees and/or officers as an existing private school; draw from an existing private school a substantial portion of the employees of the charter school; receive from an existing private school a substantial portion of such private school's assets or property; or be located at the same site as an existing private school.

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## 57. Additional Information

*Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.*

As our response to Request 57 is over ten pages, it is submitted as Exhibit H.