Pioneer Charter School of Science II & IV
Questions as derived from Panel Review

1. **For the record, please introduce yourself and indicate your position on the board or at the schools. Please include the number of years you've been involved with the organization and a brief description of your history with the organization. If a board member, please also describe the areas of expertise you bring to the board and which committees you are involved in as well.**

   - Mehmet Dogan, Founder, Board Chair – I am the current board chair. I've been with this school since the start. Back then, I was a volunteer and helped the school get started. Due to commitments I couldn't continue, but I came back in 2010 as board treasurer for about two years. I'm a scientist as well. I'm working at small research and development company in Boston, working on government contracts and management a few scientific programs. I'm a Woburn resident as well. I've been in various committees. I'm in the finance committee now, the expansion committee, evaluation committee, and the hiring committee.

   - Patricia Pervane, Founder, Trustee – *Had flu.*

   - Nuh Gedik, Founder, Trustee – I've been a board member since 2009. I am a faculty member at MIT in the physics department. As you can probably tell I'm very interested in math and science and education. I am an experimental physicist in a lab of about 10 people.

   - Anke Schumann, Founder, Trustee – I am a board member. I'm a graphic designer. I'm on the grievance committee.

   - Volkan Efe, Founder, Trustee – I've been serving as secretary of the board for the last five years. I've been working as an electrical engineer for a company called Witricity, which is short for wireless electricity. I've been involved with expansion committee and other various committees, basically taking the minutes.

   - Janice Smith, Founder, Trustee – *Last minute emergency.*

   - Murat Yaldizli, Founder, Trustee – I'm a senior mechanical engineer for a power company. I've been with the board since 2012. I serve as vice president. I'm involved in the outreach committee.

   - Sanela Jonuz, Founder, Dean of Students – I am the current Dean of Students at Pioneer Charter School of Science. I've been with the school since day 1. I was also one of the founding board members. I started off as a teacher at PCSS and worked my way up to Dean of Students. I am a founder member of the applications that we've submitted.

- Barish Icin, Founder, Executive Director – I am the current executive director of the school. I started in 2010. Prior to Pioneer, I was involved with Charters; writing applications, founding schools, working at a math teacher, working as an administrator, etc.

Description of the Community (ies) to be Served, Enrollment and Recruitment

1. **How were the communities selected for each of the proposed schools' sending regions? Choice and/or performance? Why not one school with a larger region?**

   - We looked at needs of districts that we have proposed. For PCSS II, the proposed districts have similar demographic and economic structure to existing school. The proposed districts have lower MCAS scores compared to state average. Also, we look at demand from existing student parents. About 40 students in our schools from Saugus area; 39 on waiting list already. For PCSS IV, districts also have very similar structure-Woburn, Medford, and Saugus. We have also students coming from those cities and on waiting list. Mystic Valley has waiting list, Wakefield has waiting list. The towns are struggling with MCAS scores, dropout rates. We saw in our existing district, if you give chances to students, they have showed that they can do well at MCAS, we hope to do same thing in those proposed districts.

   - In Woburn, we chose to live there because of schools; they have good elementary school, so-so in middle school, but not so good in high school. Community complains about high school and folks are starting to move out of Woburn.

   [Follow-up: "Why is Saugus in both?"]

   - There is big demand from Saugus. We want both schools to operate, but in case we only get one, we wanted to have Saugus in our pool. There is high demand from the area. Many parents attended the public hearing that live in Saugus area.

   - As a regional school we want to open other regional schools as part of the network. Those cities that we chose, we looked at places of educational need, low performance in high school, also student numbers so we'll have a good pool to pull from; but no single burden on one town. Geographically, the location makes sense as well. There is no charter school serving Saugus, Peabody, Danvers, or Woburn. Mystic Valley is the only school serving Melrose and they have a huge waiting list and they don't enroll students after grade 5.

   - It's about demand, choice, and quality education.

   [Follow-up: "Why didn't you consider a larger school with a larger region?"]

   - We know from experience that small schools work. Our focus is student success. With a small school we can pay more attention to students. You may miss

students in a large school. That's why we wanted go to into a network structure to have small schools in selected areas.

- Parents value that it is a small school. Parents want a small school.

- With network structure, you'll have the benefits of larger school but also be able to focus on students because of the small schools structure.

[Follow-up: "Let's turn to the amendment. Taking your existing 7-12 and adding 425 students and expanding down to K? What's the rationale to that expansion, strategic plan?"]

- It's still a small school based on number of students per grade level. Our hope is to keep the elementary in a separate building and then having the middle and high school in a new location. The rationale is the demand from current parents to open elementary school. Also the growing population in Everett, and the level of education of our 7th grader and the amount of time we need to take to bring them up to level for our high school program. In math and science, you need to get them when they are little.

2. **In each proposed community, middle school starts at 6th grade (except for Wakefield, which starts at 5th). How will this impact student recruitment? Has this been an issue at PCSS I?**

- We didn't see a trend with ending grades in proposed regions of how they were structured. We didn't see clear benefits of deviating from our current structure and starting in grade 6. We want to replicate the success we have in current school.

- It's been working for us and our families.

- We wanted to give the idea that even though we don't serve Saugus, we still had a lot of demand from Saugus and we weren't even trying. Now we are an established school and have a success story to tell. We are in top 10 in MCAS performance level. Those waiting list numbers are without trying anything. We are confident that we will reach that target number.

[Follow-up: "What are your current waitlist numbers for 7th and 8th grade?"]

- Last year, 200 students.

- We are confident we will fill these seats in new areas.

3. **What progress have you made since submitting your application to engage families and the proposed communities in your vision? Describe the partnerships you have or will establish to enhance connections to the new communities where the schools**

will be located. Tell us what you've done so far for recruiting students for both schools.

- We conducted community survey in Saugus area of 165 parents. According to rough numbers about 80% are interested in a school with a math and science emphasis. Saugus is very below state MCAS average. Also we organized an open house to community and conducted outreach to community business members. We talked with our parents who already live in area.

- There are a lot of parents talking to parents, so there is a lot of word-of-mouth going on within community. We're confident that our numbers will go up.

- We'll continue our efforts until approval.

- We talked to local malls during holiday season, but couldn't fit us in schedule during such a busy time.

- Community members come to school and talk with us, such as business people, etc. Many expressed in helping and supporting our schools. Our Pioneer name has also gained some recognition over the years, so people know who we are and what we do. We've made a name for ourselves.

- We also got a lot of local coverage from local papers from communities we serve. Our hearing, our application, all got attention. We will use to local media as well as parents to educate the community and public to let them know about us. As soon as we know the school will be opening up, we will go out to get people to sign up.

- Also we have a Facebook account now.

4. **Describe the various ways families are presently engaged in the PCSS community.**

- We have our PTO, which is a group of very dedicated parents who have been with us since day 1 and helped the school get to where we are. We also have an open door policy for parents. Parents know that they can approach us with any concerns. We also do volunteering home visits, which have been a great success; gives parents chance to have discussions, and lets parents know that we really do care. Some parents that don't speak English may be hesitant, so us going to their home makes them feel more comfortable. We have a great data base system so parents have 24/7 access to grades, discipline, attendance, and assignments. We have this great tool where parents get these graphs of students' test scores whether it's quarter 1 to 4, mid terms, finals, or mock MCAS's, so parents can really monitor the success of their child. We also have an iPhone app where parents can keep track at all times. Having a small school size, we have a family-like environment. Parents know what we need from them and that we can help. They can attend various meetings to learn about aspects of the school. We listen to

parents.

- We encourage parents to volunteer and take part in social and school activities.

- High parent satisfaction, despite being a very high demanding school with very high expectations.

- Parents have been excited about school and helped us build the school.

Curriculum, Instruction, Assessment

1. **Please describe how you will use the network of schools to guide curriculum development. Will the curriculum be aligned across all 3 schools? How will teachers at the schools be supported in curriculum development? What elementary education expertise do you have?**

   - With regard to the structure. After opening the first one we planned for network. We'll have chief executive officer, chief academic officer, and chief financial officer. Those are one step up from what we have now in current school. That network office will coordinate best practices and all the needs between the schools. With regard to curriculum, the CAO will work with dean of academics at every school very closely as well as the executive director. They will work together to make curriculum for all schools. We'd like to implement our existing curriculum in new schools, but we want to learn and make adjustments based on local needs. The network office will coordinate that effort.

   - Teachers will have opportunity to give feedback on network. Teachers will work daily on curriculum together. We reserve the last two weeks of school to review the curriculum. The network will run the whole process so we'll have more people to work on curriculum and fine-tune it.

   [Follow-up: "Is the expectation that it would be organically developed at each individual school and overseen by the Chief Academic Officer (CAO)?"]

   - The existing curriculum is foundation, and then we will change depending on local needs of the locations. If they want to add something, they can do that. The network office will be coordinating the sharing/improving among schools with regard to curriculum. Overall, the curriculum will be the same, but the techniques may be different from one school to another.

   - Curriculum is based on the backwards design. We want teachers to be crafty and creative to meet the needs of their students. We recommend our own teacher styles, but whatever works for the students, we want to implement. In that sense, the curriculum could change some, but as far as the backwards design, that will not change.

[Follow-up: "If I think of it as a system, the CAO will be assuring alignment across the system so then who at the school is supporting teachers in improving academics?"]

- The CAO ensures the alignment across the three schools. The dean of academics oversees locally and supports teachers at the schools. The dean of academics handles the curriculum and internal assessments and the CAO will oversee that and serve as a resource.

[Follow-up: "How is this different and how is it the same as the existing hierarchy at the existing school? How are the interactions different?"]

- The network administration makes the local administration easier. Some of the responsibilities can be handled at network office, stuff that isn't relevant to local, so that the local offices can focus on what they need to do. Network will provide resources and support services to make sure schools are operating at high level, including the flagship school. Network will do the strategic thinking.

- The dean of academics in each school level will be responsible for day-to-day issues. The planning and goal setting will be done by the network office, in alignment and compliance with the schools. Central office is more planning and support to reach those goals.

- In both case, the board governs the management schemes. We make sure school operations are in alignment with our mission.

2. **Have you selected a Chief Executive Officer for the network or an Executive Director for PCSS II? Describe the qualifications of an Executive Director at the school level vs. the Chief Executive Officer for the network.**

- We haven't decided yet, we're looking, but our strongest candidate is Mr. Icin. He knows the school in and out. He's managing the school now successfully. He is the natural person to fulfill that position. We haven't finalized that decision yet, but he is strongest candidate right now.

3. **Please describe how you will use the network of schools to guide professional development for teachers.**

- We've talked about having current core of teachers implemented them into new schools, to bring their knowledge and experience and develop school culture. We'll also implement the guide that is at the flagship school, so we'll have development, a 10-day orientation every year, and weekly teacher meetings.

- We will use data to dictate some of our professional development programs. We will use data in new schools as well. We'll be training teachers on data-driven

instruction; how to analyze and use the data. It depends on needs of students in the school.

[Follow-up: "What would you do collectively, as opposed to at individual schools?"]

- As a network, we'll be able to identify differences between schools. Having more staff members will help develop and organize larger and better professional development. We can invest in people to be able to help our teachers. The CAO and dean of academics and executive director will work together and discuss progress of schools, thinking about what else we can do. There will be professional development requests from both school and network level.

4. **How are teachers supported by the administration to create sustainable working conditions?**

- School culture is critical, because if you have discipline issues with the students, that may take energy away from the teachers. We have a very safe, welcoming and family-like environment. Even though there is a lot of workload on the teachers, teachers are willing to come to the school and teach the students. Long weeks and days are challenging, but we set high expectations from the beginning with teachers. Having a good environment for teachers is important to us, so that teachers don't psychologically get exhausted.

- Having less discipline issues helps teachers. Whenever we have a success as a school, we recognize our teachers.

- We encourage parents to be involved in the education process as well. Guest professionals from business and academia also help take load off shoulders of teachers as well.

- Our motivated teachers make work easier for students as well. Staff and teachers lead by example and that reflects on the students. We have a discipline point system that works really well, that the family can follow. It includes how students behave, their points; it helps parents know issues that arise.

- We demand a lot from our teachers, as well as students, but give them both great supports whenever they need it. They can come to any of our offices for advice, resources, or a favor. They are willing to ask, and we give them the support.

- Our teachers love their work and see the difference that they make. We show our appreciation as often as we can. We have appreciation day, we improve our healthcare every year and have funding for things that they need.

- We made accommodations for a few staff members with medical issues. We started offering disability insurance eventually after seeing these examples.

- We instill culture among teachers of sharing best practices. All the teachers are willing and happy to do it.

Special Student Populations and Services

1. **How will you as a board evaluate the effectiveness of the programming for students with disabilities and students identified as English language learners?**

   - In every board meeting, we get a very detailed power point presentation with numbers from Mr. Icin. We try to reach out to these populations with flyers in different languages, for example.

   [Follow-up: "When you look at student academic results, how is that disaggregated?"]

   - At every board meeting, we look at the grade level, but haven't structured yet but will when we become network. We look into different sub-groups every two meetings or so, but we believe we'll have to do it every month.

   - We also look at it by income level; how students are doing on MCAS by income level.

   - Very comprehensive data-driven approach for the assessment of education. We also have many supports and programs in place to aid students with special needs.

Capacity, Governance, and Management

1. **Please tell us about the lessons learned from the experiences in opening and operating the existing PCSS. Please describe a specific obstacle that the board encountered during the first charter term of PCSS and how the board successfully addressed the issue.**

   - We had an executive director change… As a board we formed the hiring committee. We got Mr. Icin with a recommendation from prior director. This was a challenge for us. We reviewed many resumes, but none were relevant in terms of experience and quality. We narrowed it down to 3 or 4 candidates including Mr. Icin, who was interim director, and had interviews. We decided on Mr. Icin and are happy with that decision. It was a tough situation to go through, but we worked through it and it worked out well. We were keeping a close eye on the leadership as a board. If there was something going on, we knew. We get information through teachers, students, everything. Our information channels are very open.

   [Follow-up: "If you are chartered, what is your assessment of your ability to do that quickly?"]

- We're going to reach out to quality individuals, but we believe internal candidates could work very well. We have teachers that can take on leadership and administrative roles and administrators that could potentially lead the school. We haven't explicitly reached out, but we do have people in mind. Not all positions are starting at the same time. A lot will start July 1st. This will give us time to search inside and outside of the organization.

[Follow-up: "Do you have enough candidates for the backfills because you're opening immediately?"]
- We have identified potential people for the immediate positions. We want to keep our options for the outside candidates. We have enough numbers from our current school to fill positions.

- We would say that we do have an informal residency program for Dean of Students, Dean of Academics, etc. Sub teachers become teachers; teachers become department leaders; department leaders become administrators, and so forth.

2. **Describe the oversight exercised by the board through activities at the board meetings and activities at existing committee meetings (finance, academics, public relations, personnel, and facilities). Are committees presently formed and operating?**

   - At the beginning of every board meeting we spend an hour discussing what is going on at the school, including enrollment, activities, discipline, testing, which are shared with us directly. We have a nice database to follow. We look into each item. We go over committee actions with committee members. For example, every board member goes through finance in detail every month. We plan to establish a more formal dashboard for the meetings in the future and determine key indicators for a school's success. It's already happening, but we will make it more structured.

3. **What plans does the board have to recruit additional members who could contribute to the skills and qualifications of the board as well as reflect the proposed new communities to be served? What qualifications would the board look for in potential new trustees? Please describe the process to recruit, select, and orient new board members.**

   - We mostly have scientific backgrounds. We have teachers in our board. We have an architect on our board, but that isn't direct real estate expertise, so one thing we are looking for is someone with real estate expertise. We don't have anyone working for a financial institution, so we would like to have that and will make effort, but we have board members with good financial experience. A lot of us our managing budgets for example, so we are doing well in that regard.

- We are trying to establish an advisory board. We have strong networks with regard to real estate and other resources.

- With regard to community representation on board, we are constantly trying to reach out to parents and the general community. We do a lot of outreach. There is a lot of interest and we always ask.

- I live in Woburn, so I would be a clear representative of that district.

- We talk about community representation a lot. Janice is a parent and member of the community. It hasn't been issue with our flagship school. We need some time to build that representation. It's not easy to be a board member; they need to be qualified and committed. You don't get paid; it's volunteer work. Finding new board members is a priority, but it's a challenge.

- We would like to have parents involved as well, but not too many on the board for conflict of interest issues. We want to reach out to former PTO members whose kids have graduated already, so that there isn't a conflict of interest.

- We'll have public meetings so we'll be accessible to district.

- The communication channels are open to parents and teachers.

- Also the board participates at events at schools.

- This has been a point of ours to find people who can make the commitment. We reached out to other members of new proposed communities to have them get to know our school so maybe they would want to take the next step and serve on the board of our school.

4. **Share with us your experiences over the first charter term in evaluating your own performance as a board.**

   - We have external consultants that come out and assess us. They attend our board meetings and look into functionality. They didn't really give any recommendations on representation. It was more so about the effectiveness of the board. The assessment was that we were functioning well.

   [Follow-up: "Are going to continue the operating structure of the board? Do you anticipate that you will continue to operate in committees when you become a network?"]

   - Yes. We have committees and have all along. We have finance, hiring, replication, expansion, etc.

[Follow-up: "What do you do as a board together? What do you do in committees?"]

- As a board we meet the first Friday of every calendar month and last year we did last Friday of every month. We go through the school as whole with an update from Mr. Icin. Additionally, representatives from each sub-committee give a report, which we discuss. Committees meet in between board meetings, depending on needs and issues.

- We'll continue committee structure going into a network. We don't expect any changes. There will be more sub-committees, however.

[Follow-up: "For record, how do you respond to allegations that PCSS is part of an already existing network of charter schools with ties to the Gulen movement?"]

- Everything is monitored. We don't ask people's affiliations. We have a lot of teachers working from surrounding communities. There are a lot of blogs around, and misinformation. Some of our backgrounds are from Turkey; because of that there is an association that people want to attach to us; usually those are from opponents of charter schools. We are not a Gulen school. People on the board or in school can be from any background. We focus on quality, our students, and their achievement.

- We are a public school. We don't discriminate on race, ethnicity or religion. We don't know and we don't care.

- We are not affiliated with any other schools in the state or in the country. It's all about the education and student achievement, nothing else. I know why some people have a grudge, but them saying it does not make our school something that it is not. You know what we teach in the building and what our teachers do. Our parents back us as well.

- Our parents and students are insulted that we are being accused of this. There is absolutely no affiliation.

5. **At this time, you have pending requests for two additional 7-12 charters, and the request to expand the existing charter to include grades K-6 and add 425 additional seats for implementation beginning 2014-2015 with K-2: what precipitated these requests at this time in PCSS' development? Explain the reasoning and urgency behind each request. What are your priorities - expansion of the existing school or replication of the model? Describe how the organization is prepared to sustain the growth of the original PCSS as well as the development of additional schools. What concerns do you have about PCSS' future without these specific plans in place? What are the long range goals for the Board? What do you see as the obstacles? How will you overcome them?**

- It's still a small school in terms of the number of students we'll have per grade level. The whole idea is to have an intimate number of students in each grade level. We'd have the elementary and middle school in different locations so it is still a small school. There is a lot of demand from current parents asking for elementary school. There is a growing population in Everett as well, with more students. They are out growing out of their buildings. There is also the level of education from our 7th graders and the amount of time we have to spend to bring them to grade level. We need to start earlier in students life, especially with math and science, so the ultimate product, when they graduate, is a much better one. That was our motivation.

- We saw diversity in structure of schools in region. We didn't want to deviate from our current working structure. We wanted to replicate the success that we've had, so we didn't want to add another grade that we have to come up with procedures and everything. For replication, let's keep in the same, we know it works. Even though we don't serve Saugus, even though the target was Everett and Chelsea, there was still existing demand from Saugus without even trying. So that's how we got those numbers. The waiting list numbers are with us not trying to create demand, they will rise. We will be aggressive in generating demand. Last year, our waiting list at the flagship school was a little bit more than 200, for basically 7th, 8th and 9th grade.

- In hearings, someone came to oppose the school, and even she saw good in the school and liked how we were focusing on math and science. She was only half opposing.

- There was a big demand from our parents. They were petitioning for a school that started at K or 1. When you look at the students coming in at the 7th grade, they don't have some basis foundations to build upon. In our district, you have to work really hard to get these kids up to grade level. So that is a big reason why we decided that we need to start earlier in their life.

- With regard to elementary model, we have board members with elementary background and expertise as well as administrators with strong background. We've been looking into other successful elementary programs, the Brooke, the KIPP, etc. We'll change it in a way to support our mission and culture. We want to start at elementary, knowing that our middle and high school will be more successful. We want to use our high school students to help frame our elementary program. We understand the challenge of starting something new, but knowing the structure and everything, helps us take on the challenge.

- The structure would be almost the same. We haven't decided on how to include elementary in terms of the network. As a school it will be part of flagship school; financially, and accountability. In terms of the management, we may treat the elementary school as its own school, but we haven't finalized yet.

- Obviously the curriculum will be different; these are elementary kids we are talking about, but we'll reinforce some of the systems and structures we use, to a lesser degree, with the elementary kids, so that they are familiar when they get to middle school and high school, to ease the transition. We may use the high school kids to mentor the elementary kids and do reading programs with them, and things like that. This will help them progress into the higher grades.

- We want to replicate because we want to make a bigger difference. We've been tremendously successful at PCSS. With regard to the primary school, one reason is that with math and science, students are more successful when they are taught early on. The other reason is that to make our existing school even more successful in implementing our mission, you really need students who are exposed to this early on.

- With regard to priorities, initially we submitted the Lowell application, then we stepped back looking at what there is there; you approved big school that's going to open. Then we stepped back and said this really isn't a good idea to continue the process. With regard to urgency, when you wait, there is going to be another group trying to open a school and when they get approved, we can't disturb that right way. There is a need and there is demand. This is a great time to step in and expand because otherwise it may be too late for us to get into those communities.

- Our priority is the replication. That is what we know best and that is what we do best. We can't apply for 2015 because we aren't allowed to. We don't want to lose our chance to replicate. We want to get things in the cue so we are prepared.

- If we had to choose between the two schools, we'd want to open Saugus first.

- It's important to remember that we are staggered. We would have II in the first year, then elementary moves and Lowell is eliminated.

- We know this is ambitious plan, that is why we would postpone the elementary school.

- Experience from prior school prepares us to replicate success in new schools. Demographically and economically very similar.

6. **How will the current evaluation process of PCSS I's Executive Director evolve to inform the evaluation of the performance of the Chief Executive Officer (CEO)?**

- We have an evaluation committee in place to evaluate the executive director. Each year, the committee follows a rubric to assess the executive director, based on his performance. We review, write a report and then present to the board. We identify strengths, weakness and where to improve.

7. **Describe the possible modifications for hiring central office personnel and school leadership positions if granted only one charter. Central office/network includes CEO; Chief Academic Officer, and Chief Financial Officer.**

   - Some positions could be part-time.

   - The way that we designed it, it could be implemented at one additional school, if not two.

   - With regard to part-time positions, employees could be split between two positions.

Finance and Facilities

1. **Tell us about the proposed board's plan and present progress to find an adequate school facility in time for the proposed opening for PCSS II in 2013 and for PCSS IV in 2014. How will it be financed? How did you determine the square footage cost for Woburn and Saugus ($10)?**

   - We are still looking. We've identified two locations that are more like office spaces than schools, but they can be effectively used as school. One is in Saugus and the other in Peabody. We have one location as a back-up plan but we'll continue to look for the best option. We have verbal commitments at the Saugus site. I hope that we find a better place but we can commit to this for first two years.

   - We've been to the site multiple times; very clean, well kept, everything is working.

   - $10/sq. foot; could go up to $13. We are thinking of it as a temporary option.

   - Numbers include renovation costs, because there is very little renovation costs. It is a great building. The long-term goal is to talk with landlord to make a lab and make the building work. The landlord is very nice and very willing to help us with modification to the structure if we decide to stay long term. The landlord is considering buying land next to this location also, so this could be an option in the future.

2. **When determining the average per pupil tuition, what estimation did you make about enrollment amongst the proposed sending districts? What if your estimation is inaccurate and revenue is significantly less? What adjustments will you make? How will the expected enrollment of Saugus students in the proposed schools impact enrollment and finances at the existing PCSS?**

   - We assume similar calculation to the flagship.

- It is just an average. We put the tuition rates together and rounded up the numbers. We did not get the numbers from this year's application. It includes the facility reimbursement rate. The budget follows calculation of current school, based on facility and it is per student.

- I don't think we'll lose students from current school. With regard to overlap of target areas, we've thought about it and if Saugus is open, then we will be targeting more towards our region.

- That is part of the reason why we want one of the schools in Woburn, because it's the farthest place from Saugus. We want to be able to serve in a region so we can reach as many students as possible. We believe that even if there is overlap that we can still confidently have enough students.

3. **How did you arrive at the salary structure for staff? Clarify staffing chart and narrative in relation to the budget. What salary assumptions were made in your budget calculation?**

- There will be 96 in the first year, 144 in second year. The average salary is $45K and for special education it is $48K.

- Dean of Students, Dean of Academics and half time counselor are "instructional others" in the staffing chart.

[Follow-up: "Where are the network costs imbedded in this?"]

- Our calculation was that it's going to be about $1,200 per student in the first year. In the second year and third year, it's going to be $1,100 per student.

- We assume the nurse in the first year will be half time then full-time in second year. The budget doesn't reflect this. The budget shows two custodians, which we really don't need.

- When we created the budget, we used a lot of the expense numbers in budgets from the flagship school.