

*2011 New York State Education
Department Request for Proposals to
Establish Charter Schools Authorized
by the Board of Regents
for*

**The Simpson Street Development Association
(SISDA) Charter School
“Arriba El Pueblo”
“Up With the People”**



SISDA Charter School
SIMPSON STREET DEVELOPMENT ASSOCIATION

EDUCATION ~ FAMILY ~ COMMUNITY

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Charter School Location: CSD 12, the Bronx

Grade Levels Served By End of First Charter: 6th Through 10th

Grade Levels Served At Full Development: 6th Through 12th

Total Projected Maximum Enrollment By End of First Charter: 625

Total Projected Maximum Enrollment At Full Development: 875

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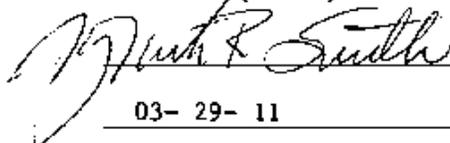
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2011 NYSED Charter School Application Statement of Assurances

- ✓ 1. We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the Simpson Street Development Association (SISDA) Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.
- ✓ 2. In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the Simpson Street Development Association (SISDA) Charter School, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.
- ✓ 3. We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.
- ✓ 4. I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed Simpson Street Development Association (SISDA) Charter School is accurate and correct.

 Signature of Lead Applicant

03- 29- 11 Date

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I. EDUCATION PLAN

A) Curriculum and Instruction

The SISDA Charter School will establish high expectations for all of its students. At both the middle school and high school levels, our educational program will integrate academic, career, technical, and vocational components into a comprehensive curriculum and expose students to a wide range of professions and occupations, with a particular focus on the use of technology. The School will support the students in their pursuit of careers by providing clear pathways to both post-secondary study and to New York State certification in vocational and skilled professions. The school is committed to supporting high student performance in all subject areas through a standards-based curriculum that connects what students learn with further academic study, career goals, and cultural enrichment opportunities. The SISDA Community Based Organization (CBO) will collaborate with and support the school in ensuring that its students are exposed to a diversity of occupations and career paths. In addition, SISDA's support will allow the school to offer a comprehensive after-school component to augment its academic and vocational education, including participation in choral and instrumental music, dance, and drama and theater.

The SISDA Charter School's career and college readiness program will focus on the theme of technology. This emphasis is an excellent match for the mission of the school, as it will allow students to develop skills at both the middle and high school levels which will prepare them both for college work in science, technology, engineering and mathematics (STEM) and for a variety of career paths which, while not requiring a four-year college degree, do call for cutting-edge technological knowledge and hands-on experience. Building on the district's success in developing programs with a technology focus at Brooklyn Tech, Quest to Learn, and the new IBM School, the combined college prep-CTE model at the SISDA Charter School will offer students in the South Bronx an opportunity to begin developing the skills they need to succeed in college and careers as early as sixth grade. Teachers and counselors will receive professional development throughout the year which will allow them to provide students with a combination of rigorous academic coursework, up-to-date technical skills, and informed advice about career choices. The School will create a CTE Advisory Council with representatives from local employers, educational institutions, and other relevant organizations, and will sponsor regular visits from employers and individuals in a variety of fields as well as school-wide Career Days. These and other partnerships with employers, including Time Warner Cable and Cablevision, WBLS radio station (all based in the Bronx) and post-secondary education institutions (including Lehman College, part of the comprehensive City University of New York system) will be a crucial element in the school, particularly in the high school program. This combination of high-quality academic preparation, career and college counseling, technical training courses, and connections with employers will ensure that by the time they reach high school, SISDA's students will be confident that graduating will lead to a rewarding career.

The SISDA Charter School's focus on technology will begin in its middle school program, when students will both be exposed to a rigorous academic curriculum and learn how to use software programs (including Microsoft Word, Excel, and Powerpoint) to prepare and present their academic work, culminating in certification in Microsoft Office by the end of 8th grade. In addition, middle school students will be introduced to multiple career options and the education and training credentials required to achieve them by teachers, counselors, and visits to and from individuals in a variety of careers. Students will also have the opportunity to begin experimenting with application development for platforms such as mobile phones and iPads, in conjunction with companies such as Apple.

At the high school level, the technology focus and partnerships with employers and post-secondary institutions will expand, as will students' opportunities to develop specific skills in preparation for college and careers. All students at SISDA Charter School will complete preparation for the IC3 (Internet and Computer Core Certification) Exam by the end of 10th grade,

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giving them a credential which certifies their expertise with use of computer technology and is recognized by employers across a variety of industries and sectors.¹ During these first two years of high school, they will also enroll in rigorous academic coursework to ensure that they are prepared to pass the Regents exams necessary for a high school diploma. All students, including those who choose a CTE focus which does not lead to a four-year college, will have the preparation and guidance support to take and pass the Regents examinations of their choice, including those leading to an Advanced Regents Diploma. During their final two years of high school (in the second period of the school's charter), students will select from a variety of technology-focused college and career training paths, under the guidance of teachers and counselors in consultation with students and their parents or guardians. Through an agreement between the SISDA School and Lehman College, students who are prepared for college work will have the opportunity to take courses at Lehman, and will be able to apply all credits they earn during high school towards a degree at any institution within the CUNY system. By the time they graduate, students will be prepared for a range of college programs and career choices, ranging from immediate entry into positions such as home theater installation specialists or computer repair technicians, to smooth transitions into post-secondary training programs such as those in software development and programming (with some college credits having been completed at the high school level), to admission into four-year degree programs in a variety of fields, including engineering and computer science as well as traditional liberal arts programs.

Coursework in each subject will be aligned to provide a natural transition between middle school and high school work and to prepare students to meet state standards for graduation. At both the middle and high school levels, teachers will work individually and in subject-based and grade-based teams to review curriculum, pedagogy, and student performance. This emphasis on developing a coherent curriculum and expectations across the school's grades and courses will ensure that all students both experience the project-based learning which will ensure their success in a variety of careers and master the skills and content they need to successfully reach proficiency on state tests in each grade.

In pursuit of the first goal, the school will offer enrichment classes with an individualized project-based approach, some of which will include students having the option to continue work on a single project or theme which scaffolds in difficulty from a middle school level to a high school level. This approach will complement the career and technical education program of the school. The school's promotional policy will include portfolio assessment to insure students are ready to go on to the next level, and throughout their middle and high school careers students will be encouraged and prepared to enter academic competitions such as the city-wide First Lego League Robotics Competition. In addition, the school will ensure that teachers' practices and students' experiences are designed to develop competence in each grade to meet state standards for achievement, so that students who plan to take college courses in high school will be prepared to take and pass Regents and AP classes early in their secondary school careers.

Mathematics:

The SISDA Schools mathematics curriculum will be based on the model used by the original 6-12 Frederick Douglass Academy in Harlem, which has shown high student achievement with at-risk students since its inception, and on the premise of teaching Math across the CTE curriculum. At Douglass, students begin with the Impact Mathematics program in the 6th grade and progress through a course of instruction that culminates in one of three calculus courses, two of which are Advanced Placement courses, by the 12th grade. They have found this curriculum to be well aligned with the New York State standards and their goal of college-readiness. Our team will also adopt the *New York Impact Mathematics* program published by McGraw-Hill/Glencoe² for grades 6-8 and McDougal Littell *Algebra & Geometry New York Pupil Edition for grades 9-10*. Through

¹ <http://www.certiport.com/PORTAL/desktopdefault.aspx?tabid=229>

² *New York Impact Mathematics* program published by McGraw-Hill/Glencoe. 2010

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middle and high school, our technology-focused curriculum will utilize the curricular model of the *National Research Center of the University of Minnesota, CTE-in-Math* (as indicated in the prospectus) to integrate career and technical examples, projects, and applications into math courses. In grades 11-12 (during the second term of the school's charter), the school will choose a curriculum based on the Common Core Standards and Assessments for those grade levels currently being developed in New York State.

Science:

In addition to the integration of a focus on technology throughout the curriculum, the School will adopt the following McGraw Hill Glencoe titles because of their proven effectiveness based on the empirical and quantitative data of the schools that our planning team and advisory team have worked with: *New York Science Grade 6* © 2007, *New York Science Grade 7* © 2008, *New York Science Grade 8* © 2008, *Glencoe The Living Environment, New York Edition* © 2007 *Glencoe Earth Science*. The School's high school science curriculum will draw from the model pioneered at Brooklyn Tech, in which high-level, project-based science courses are expected of all students, and will also integrate some of the resources available through Project Lead the Way, an innovative curriculum designed to build interest and competency in Science, Technology, Math and Engineering among middle school and high school students.³

English Language Arts:

As noted in the prospectus, all teachers at SISDA will be selected and trained to be teachers of reading and balanced literacy across the curriculum, using models advocated by the Carnegie Foundation and funders of adolescent literacy programs throughout the country.⁴ In the Board members' and School Leader's experience in effectively increasing the proficiency of high needs students in the Bronx, a focus on preparing students to succeed on state assessments is most effective when paired with an instructional focus on carefully choosing reading materials of high personal interest to students with a range of learning levels, skills, and styles, a method which draws from the work of Lucy Cawkins at Teachers College. The School will adopt several grammar and writing resources to ensure that every student is prepared for post-secondary demands in terms of ELA skills. These include: *Holt Language Network Grades 6-12*, *Holt Elements of Language Common Ancillaries 6-12*; *Warriner's High School Handbook*, *Rhetorical Grammar*, and *The Elements of Style*. However, as stated in the prospectus, the main emphasis will not be on specific texts but rather discrete language skills upon which students and teachers can build in each successive year. We envision a department predicated upon essential questions and the acquisition of skills rather than the completion of certain units of a given textbook or work of literature. To this end our curriculum resources for ELA will include the following texts to support the professional development of our English faculty: *Understanding by Design* (to be utilized school-wide), *Getting Results with Curriculum Mapping*, and *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*, and *Grammar for Language Arts Teachers*.

Social Studies:

The curriculum developed by the Teachers Curriculum Institute (TCI)⁵ is aligned with New York State standards and fits our School's student-centered, inquiry-based and data-driven instructional approach. To complement the TCI model, we will use the History Alive! textbook series, which our school leader has used effectively with high-needs students in the South Bronx in prior years. This series includes *History Alive! The Ancient World*, *History Alive! The Medieval World and Beyond*, *History Alive! The United States Through Industrialism*, *History Alive! The United*

³ <http://www.pltw.org/about-us/who-we-are>

⁴ <http://www.adlit.org/article/19784>.

⁵ Teachers' Curriculum Institute. <http://www.teachtci.com/>

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States, Geography Alive! Regions and People, and History Alive! Pursuing American Ideals.

Health and Physical Education:

SISDA recognizes the role of physical fitness and health education as crucial to the education of the whole child, particularly in the context of the growing epidemic of childhood obesity in communities such as the South Bronx. SISDA has taken on the position that academic achievement, good health and physical fitness represent a triad for maximum success. To support this model, SISDA will provide health education and physical education classes to all grade levels. These classes will educate students in diet and nutrition, and students will have the opportunity to learn exercise techniques designed to increase stamina, strength, endurance, and coordination. SISDA will also participate in programs such as the President's Council for Physical Fitness and the NFL's "Play 60" program, designed to get kids away from the video games and television watching, and outside playing and exercising.

Sample Promotion and Exit Standards For English Language Arts and Mathematics

Grade 6 Promotional Standards

- Students must attain 90% attendance.
- Teachers of ELA and Math must assess the student as performing at grade level.
- Students must achieve Level 2 or above on NYS ELA and Math tests.

Grade 8 Promotional Standards

- Students must attain 90% attendance.
- Teachers of ELA and Math must assess the student as performing at grade level.
- Students must achieve Level 3 or above on NYS ELA and Math tests.

Grade 10 Promotional Standards

- Students must attain a minimum of 16 credits in order to be promoted to the 11th grade
- Students must successfully complete a project in reading or mathematics which shows grade-level learning (as assessed by that subject's teacher).
- Students must have passed at least two Regents exams (including one in ELA and one in Mathematics.)
- Students must attain 90% attendance.

Alignment of New York State Learning Standards, Common Core Standards, and New York State Testing Program with Curriculum

The primary assessments for the measurement of effective instruction will be students' performance on New York State standardized examinations for the middle grades and the New York State Regents examinations for high school grades. As noted above, each element of the curriculum will be aligned with the NYS Common Core standards⁶ and the school's larger goals. To maintain this focus throughout the school and in accordance with the School's value of self-reliance, at the middle school and high school levels students will be expected to actively participate in the setting of their Pupil Achievement Profile (PAP) goals (as discussed in the prospectus and later in the proposal) and articulate the steps they are taking to meet them. As the school grows, the results of state testing at the middle and high school levels will be integrated into these PAPs and used to gauge the specific academic interventions necessary to ensure that each student reaches proficiency. Interim-assessments will be used to adjust and modify the means by which benchmarks for teaching and learning will be met. Using Common Core Standards and proficiency levels on state tests as a guideline, the School will create a rigorous set of target goals for every student to which the students themselves, their teachers and their instructional leaders will be held accountable. An assessment schedule will be developed and a premium placed on transparent discussion of performance indicators and meeting expected outcomes.

⁶ The Common Core State For English Language Arts & Literacy In History/Social Studies, and Science. The Council of Chief State School Officers (CCSSO). June 2010. <http://www.corestandards.org>

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Before school begins each year, students will participate in a five-day summer intake program which will include assessments of their proficiency levels on state ELA and Math examinations at the middle school level and, in later years, their preparation for passing State Regents Examinations. Based on the results of these summer assessments as well as the information gathered in each student's PAP, teachers will practice a diagnostic and prescriptive approach to instruction that clearly demonstrates the use of differentiated instruction. Teachers will be provided on-going support and training in the use of data to create effective differentiated instruction, including using both interim and formative assessment programs. Through professional development, teachers will meet as a team and design their own interim assessments, thus providing the opportunity to align the teachers' curriculum maps, instructional goals, and student assessment. In the middle school grades, Acuity predictive and diagnostic assessments will allow teachers and school leaders to gather relevant information as it pertains to student progress. This information can be utilized in conjunction with data from standardized examinations. The Acuity system also includes instructional resources and engaging activities, which give teachers the ability to custom tailor instruction to each individual student, enhancing learning and understanding and maximizing student achievement.

The Scantron Performance Series was chosen as the interim assessment model for the high school levels because it is a nationally norm-referenced assessment that is computer based, thus providing immediate feedback about the proficiency level of students. Because it is web-based, it is capable of adjusting to the level of proficiency of a student within a matter of a few questions. This assessment program will be utilized beginning in grade nine, and will provide the data to determine student achievement both by individual student and aggregated by class, grade, and School. Analysis of student data will include the disaggregating of data into such categories as gender, special needs and race, and will provide information about the school's degree of success. Based on this information, teachers will be able and expected to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement revealed through this analysis will be addressed in the School's professional development plan. The School's commitment to using data to drive instruction is further demonstrated by its inclusion of the effective use of student assessment data as a criterion in teacher evaluation. Teachers will be expected to provide evidence of planning that incorporates the use of student data in the process of making instructional decisions.

Intensive and systematic Professional Development for all staff members will be a key part of the SISDA School model. Based on successful models such as the 90/90/90 School Studies, the Learning Forward program, and the University of Pittsburgh's Institute for Learning, we recognize that productive staff development occurs when ongoing teams meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.⁷ Our school staff will therefore be broken down into small learning communities which are led by teacher team leaders. Professional development will be based on the alignment of the activities and goals of these teams with the goals of the school. The teaching teams will meet with administration to gather, share, and discuss student work, assessments, data, student progress in making benchmarks for their short and long term goals, and the creation of curriculum maps and pacing charts. The teams will also determine areas in which additional learning would be helpful and read articles, attend workshops or courses, utilize the UFT Teacher Center and its plethora of resources, or invite consultants to assist them in acquiring necessary knowledge or skills. Administrator learning communities will also meet on a regular basis to deepen participants' understanding of instructional leadership, identify practical ways to assist teachers in improving the quality of student work, critique one another's school improvement

⁷ <http://www.sjbores.org/nisl/high%20performance%2090%2090%2090%20and%20beyond.pdf>
<http://www.learningforward.org/standards/learningcommunities.cfm>
<http://ifl.lrdc.pitt.edu/ifl/index.php/about/>

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efforts, and learn important skills such as data analysis and providing helpful feedback to teachers. Professional Development for teachers in data analysis will be based on the book *Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement* by Victoria Bernhardt.⁸

An important aspect of the school's organizational design will be the development of a Teacher Center in the building, staffed by an expert teacher who will serve as a mentor, coach, and leader of professional development for the school's teachers and staff. The UFT will support the Teacher Center by supplying the materials needed to set it up within the school as an in-kind contribution (including a copier, white board, and supplies and materials such as professional periodicals, magazines, books, and internet access to relevant topics and information) and by assisting the SISDA Board and Principal in identifying and recruiting a pool of qualified candidates for the position, from which the Principal and Board will choose a candidate who is the best fit for the school. In addition, the Professional Development sessions held on a regular basis at the Bronx UFT Office will also be open to all SISDA staff.

While the SISDA School principal will be primarily responsible for evaluating teachers' performance, the Teacher Center leader will serve as a partner with the principal and teachers in the following ways:

- Ensuring that professional development is aligned with the school's design, curriculum, and standards for student achievement
- Ensuring that curriculum, professional development, and standards for student achievement are aligned between the middle school and high school grades
- Making regular visits to teachers' classrooms and serving as a mentor for both new and experienced staff
- Working one-on-one and as a team with teachers to help them develop professionally, including serving as a co-teacher when appropriate
- Taking a leadership role in designing and implementing the Pupil Achievement Profile model and in training teachers to work together to gather and use student data to improve student achievement

Overall, professional development will follow the guidelines established by the 90/90/90 model, which is used by schools where 90% of students are non-white, 90% are poor, and 90% are meeting achievement standards. At the SISDA Charter School as at these schools, professional development will:

- play an essential role in the implementation of a successful instructional program
- focus on teachers being central to student learning
- be systemic, including not only teachers but also all other staff
- always seek to build and improve on individual and organizational improvement
- respect and nurture the leadership capacity of teachers, principals, and others in the school community
- be planned collaboratively by those participating in and those facilitating the development
- enable teachers to develop further expertise in teaching to high standards
- be on-going and driven by a coherent long-term plan, which is more likely to promote lasting, positive changes in staff knowledge and practice
- help school personnel create and maintain a team-oriented approach to improving instruction and organizational structures to support instruction
- involve the use of both in-school and out-of-school resources in the implementation of the program

⁸ Bernhardt, Victoria. *Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement*. NY: Eye on Education, 2009.

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- be evaluated consistently on the impact on teacher effectiveness and student learning.

With these principles in mind, the SISDA Charter School will develop a professional development team to oversee the implementation of our Professional Development plan guided by the aforementioned principles. The team will be comprised of the School Principal and Assistant Principal, the Teacher Center Leader, and other school staff who will be invited to participate based on expertise in a particular area. UFT Consultants will also be available to the team as needed. The team will develop and will implement a Professional Development survey each year to identify the highest priority topics for development that year; in the school's first year, these could include:

- The use of Bloom's Taxonomy and Cognitive Process Dimensions and the inquiry method.
- The point of entry model or workshop model for instruction
- The writer's workshop
- Utilizing the writing rubric
- The use of data to drive instruction.
- Differentiating instruction
- The tuning protocol – the collaborative scoring of student work to improve instruction

Other topics will be addressed depending on individual teacher needs, with the Teacher Center Leader taking the primary role in working with teachers to identify and address ways in which they can improve their practice and effectiveness. All pertinent data will be reviewed by the Professional Development Team in order to determine professional development needs for the individual staff member, and an individualized professional development plan will be developed collaboratively with each staff member including specific goals and an evaluation based on teacher effectiveness and student outcomes. A review and update of these plans will be done on a quarterly basis. The SISDA Charter School Professional Development Team will meet on a weekly basis and help the school personnel create and maintain a team-oriented approach that will motivate staff to take ownership and responsibility for improving instruction leading to improved student outcomes.

Our professional development/planning day will be Friday afternoons, as reflected in our schedule. Time will also be made within the regular school schedule, with consistent opportunities to work with individual teachers to implement and reflect upon new ideas and strategies. Our primary goal will be to develop a school culture that embraces the Staff Development Content Standard of Quality Teaching: Staff development that improves the learning and outcomes of all students, deepens educators' content knowledge, provides them with research based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of assessments appropriately.

B) School Calendar and Daily Schedule

New Student Orientation (NSO)

The school culture will be one which consistently conveys the message that attendance at school is not merely a mandatory obligation, but an invitation to a community. Throughout the year, this message will be reinforced by assemblies, seminars, workshops and homerooms, as detailed below. The summer before sixth grade (starting July 2012), each cohort of students will attend a five-day program conducted by teachers and staff, where expectations, instructions, obligations, and opportunities will be clearly communicated. Students will receive orientation information and complete preliminary assessments of their learning levels and needs. The students will begin to form relationships with their new classmates and teachers and develop an understanding of our school culture.

All teachers will be required to participate in the New School Orientation as a part of their academic year; each grade will also have a teacher who serves as a grade advisor and the school will have an aforementioned guidance counselor. This team of adult support will provide

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each student with the individual attention he or she requires to maintain high standards. In addition, the school will hold an Annual Student Celebration and Family Recognition Night to celebrate the accomplishments of our students. This night will involve food, music, and student performances in order to showcase their talents. This will again reinforce the mission of the school by integrating family, community, and academics.

The School day for students will be from 8:00 am to 3:55 pm for a total of 7 hours 55 minutes a day with a projected passing time in between classes of 3 minutes which will total 30 minutes a day; and a projected 45 minute lunch period daily. This nets a total of nearly eight instructional hours a day, except for Fridays, which will be a five period day, with dismissal at 12:30 PM after 5th period. Friday afternoons will serve as a staff development and planning period for staff. Instructional hours total 32 hours weekly. This means our school shall provide an additional 4.5 hours of instruction a week above what is legally required, and mirrors the schedule used at the successful Green Dot Charter High School in the Bronx.

The SISDA Charter School will schedule both a 10-minute Daily Town Hall meeting at the beginning of each day, followed by a 15-minute advisory period with an assigned homeroom teacher, and will provide an extended homeroom as needed in order to address school-wide issues.⁹ These rituals will provide students the opportunity to prepare themselves for the day, and ensure that an adult in the building confirms that they are present and prepared. The role of homeroom is to take attendance, ensure compliance with dress code, and attend to housekeeping details (such as a homework check for all subject classes), progress reports on future pending assignments, and serve as an informal verbal check-in on our students' general physical and emotional wellness. On a rotational basis, classes will also present news of the day and recognition of student accomplishments and special announcements, and address administrative and clerical issues. Homeroom teachers will use the ESR Guide (Educators for Social Responsibility) guide during the homeroom period as a resource in planning mini-lessons, activities, and group discussions. The homeroom teacher will become the primary point of contact for each of the students in his or her homeroom in terms of parental involvement and academic or behavioral intervention. On certain occasions, the homeroom will be extended to discuss social, health, administrative and academic issues of which the students must remain apprised.

Academic classes will be a minimum of 45 minutes and will meet a minimum of four times a week for a total weekly seat time of 180 minutes. Double period classes will meet twice a week for a minimum of 90 minutes, which equals the same 180 minutes of weekly seat time. These guidelines will continue for our high school grades as well; however, during the term of the second charter we shall include provisions for 11th and 12th grade students to complete internships and independent studies. All students will complete the 1200 minutes of laboratory requirements for NYS Regents exam qualification.

See ATTACHMENT 3 for Sample Daily Schedule for 6th grade under the middle school division, and 9th grade for the high school division

The SISDA Charter School's annual calendar will be effectively aligned with the annual NYCDOE calendar. Therefore, we will provide at least 180 days of instructional time under Ed.L. § 3204(4) during a school-year in order to meet the requirements of an instructional day. Additionally, the school will provide at least much or more instructional time during the school year under Ed.L. § 2852(2)(n). The school must be in session for a minimum five and a half hours (5.5) per day for grades 7-12, excluding lunch. The Ed.L. § 6304(8) and Commissioner's Regulation 175.5 permit up to four (4) days of the 180 to be used for professional development or

⁹ This model will be developed with the input of the faculty, parents and board members. Our advisory model will be developed using guidelines from The Advisory Guide by Rachel A. Poliner & Carol Miller Lieber published by ESR—Educators for Social Responsibility.

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parent-teacher conferences, but they must be held on days that the school could legally be in session—not weekends or holidays. We plan to provide two (2) parent teacher conference days annually, one in the fall and one in the spring, and approximately 10 professional development days and 180 instructional days each year. The teachers will report on the Wednesday before Labor Day and the students will report on the Tuesday following Labor Day. This will permit three days of preparation time and professional development prior to each school-year. Our school-year will commence in September and conclude in July.

In our inception year, the school shall open on September 4th, 2012. In July, teachers and students shall receive orientation and training to ensure a successful start not only to our year but to the life of our school. Both teachers and students will have vacation time in August and report back in September. Compensating our initial cohort of teachers for their work in the month of July prior to the school’s September opening will adhere to funding allocations and dispersal schedules. If we are in incubation space, aligning professional development with NYCDOE holidays will be more cost effective than adding instructional days during those holidays, since student meals and transportation do not have to be provided.

See ATTACHMENT 4 for Proposed Annual Calendar for the first year of operation

C) Target Population

By the end of the initial charter term, the School will enroll approximately 625 students. At capacity with all 7 grades, we will enroll approximately 875 students.

School-year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
6	143	125	125	125	125	125	125
7		125	125	125	125	125	125
8			125	125	125	125	125
9				125	125	125	125
10					125	125	125
11						125	125
12							125
Total	143	250	375	500	625	750	875

We are projecting a 2012-2013-start date with an initial student enrollment of approximately 143 sixth grade students. As each cohort of students advances one grade per year, the school will admit 125 new sixth grade students per year for the remaining term of the charter (4 years). The assumption of steady enrollments of 125 students per cohort accounts for 10% attrition and 5% backfilling (from the waiting list or recruitment) over the career of each cohort. We intend to retain at least 90% of our students from year to year through our unique model of career and college preparation as a link between high school graduation and future success, through our intensive focus on student support and guidance from middle through high school, and through the arts, music, dance, sports, and other programs provided through the school’s collaboration with the SISDA CBO. In addition, dances, recitals, and celebrations of students’ academic work will be featured to enhance the educational environment. With some replaced attrition, the school will include grades six through ten and have a total student enrollment of 625 students (how will this happen with un-replaced attrition?) by the end of the charter’s term in 2017. Once the charter is renewed, the school will reach capacity in the 2018-19 School-year with approximately 875 students who have joined the school through a smooth and gradual building of a vital and nurturing learning environment and community.

As noted in the prospectus, the SISDA Charter School will serve the students of the

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South Bronx, in Community School Districts 8 and 12. Students in these communities are predominately minority and economically disadvantaged. About 68% of the students in these districts are Hispanic and 29% are African-American. Over 90% of students in these districts are eligible for free or reduced lunch. According to the NYS Report Card For Schools 2008-2009, the NYS ELA and Math assessments indicate that these districts have significant populations of special education students. Over 20% of the students in these two districts in grades 3-8 were designated as students with special needs. Finally, these districts have some of the lowest performing middle schools in the Bronx and in the City. In District 12, only 35% of general education students achieved Levels 3 or 4 on the ELA assessment and 51% performed at these levels on the Math assessment. As noted in our recruitment, admission, and retention model and required by state law, SISDA Charter School will have structures in place to ensure that it enrolls and retains students from these groups in comparable proportions to local district schools.

How Our Mission, Curriculum, Teaching Methods, Will Meet the Needs of the Target Population

The SISDA Charter School has a mission to affect the future of the South Bronx community and similar communities through educational practice,—performance and achievement which effectively prepares our students for college study and the pursuit of professions or careers in skilled vocational trades. The background of our students, along with our vision for this community, brings to the forefront the need to impart to them our core values of empathy, self-reliance, community responsibility, and self-confidence. These values, along with academic achievement, career education, and cultural enrichment, will instill in our students positive social and ethical goals and the need to make a meaningful contribution to their community. Furthermore, as stated in our prospectus, SISDA's desire to facilitate a community based 6th grade through 12th grade school will perpetuate its proud legacy of service to the children and families of the South Bronx, and will promote the concepts of education, community, and family to all.

The educational model of the school is built upon the belief that student success is based on the instructional effectiveness of the classroom teacher, and that pragmatic, collaborative, and inclusive classrooms will best engage and inspire children to learn. The School acknowledges that many, if not most, of its students will need remediation to reach the level of proficiency in literacy and mathematics that will be necessary in order for them to meet the School's expectations regarding academic achievement and career outcomes. The school will provide such remediation to all entering students who require it. The school will ensure that all students perform at or above grade level on ELA and Math standards, and achieve in all academic areas. The School will have the capacity to achieve these goals due to its focus on utilizing the Principles of Learning for 90/90/90 schools, and by offering middle school students the preparation and opportunity to take and pass Regents examinations in Grade 8 and AP and college classes in high school. Students who are preparing for college and careers will benefit from enrichment programs for talented and gifted students, including the opportunity to initiate and complete individual projects and assignments. Academic Intervention Services for students who are at-risk of dropping out will not only be provided during the school day, but also in after school programs.

In addition, the South Bronx is a community where health disparities are among the highest in the country; disparities which are markedly greater based on race and socio-economic factors nationally as indicated in a recent report by the US Department of Health & Human Services¹⁰. As noted in the curriculum section, the school's health and physical education program will address these issues.

D) Assessment

¹⁰ U.S. Department of Health & Human Services News Release Tuesday, June 9, 2009. Note: All HHS press releases, fact sheets and other press materials are available at <http://www.hhs.gov/news>.

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High Academic Attainment and Improvement - Students' academic performance will meet or exceed local, state, and national standards.

At the middle school level, overall student performance on state exams will meet or exceed the city and state average on the New York State exams in each subject in each grade level. Interim assessments will be developed using the Acuity model to align with state standards and allow teachers to ensure that instruction is tailored to maximizing student performance. In addition, the school will demonstrate value-added to students' performance on the state tests. For years 2 through 5 of the proposed charter, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA and Math exams and 75 percent at or above Level 3 on the current year's State ELA and Math exams. In circumstances in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate growth (above 75 percent) in the current year.

High School and Post-Secondary Success Goals

At the high school level, overall student performance on state Regents exams in Math and Earth Science will meet or exceed the city and state average on the New York State exams by year four of the charter. By the seventh year of the charter, the average performance of students on all Regents exams will exceed the state and city average. In addition, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. By the seventh year of the charter, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Each year, the school will demonstrate the preparation of its students for post-secondary success through one or more measures of its own design. Such measures will include: attainment of Advanced Regents Diplomas; performance in AP or IB courses, SAT Subject Tests scores (also known as SAT II); college credits earned during high school; attainment of Regents Diplomas with Honors designation; and attainment of industry certification or licensing in a Career and Technical Education program. Since most of these outcomes will not be measurable until the School has been open for several years, other benchmarks such as Scantron Assessments and evaluation of student portfolios will be created to ensure our success. These school-wide interim assessments will be created and utilized to gauge the effectiveness of instructional quality and administrative support, providing a diagnostic and predictive stream of information in alignment with common core standards, state curriculum, and state standardized exams.

To make certain that our students are on track to meet these goals and that high expectations are clearly communicated, The SISDA Charter School will implement the following measures:

a. Career pathways will be discussed as an integral part of the curriculum from the onset of the students' studies in the sixth grade. Career, Vocational, and Technical Education classes will include a hands-on application of career, technical, and vocational concepts aligned with the courses students will be taking in mathematics, science and the humanities. This alignment will ensure that a clear focus is maintained on career outcomes and the practical application of the knowledge students develop in academic subjects. The courses will be based on program selection in one of many available sequences selected by students and parent/guardian beginning with the fall semester of the 9th grade year. Guidance will be provided by professionals of the business and computer technology industries, as well as law and government officials, skilled tradespeople, and highly qualified counselors. Data of student progress and interest will be maintained to ensure that their individual needs are being met and that substantial progress is being made. Cultural enrichment opportunities will be provided in the form of seminars conducted by visiting instructors with expertise in computer science, technology, business, law and government, and skilled trade professions. Additionally, opportunities will be provided in the form of work-based-learning, internships and field study trips. Students will also be provided with pertinent travel opportunities starting locally and developing to international travel and study

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abroad programs.

b. AP/high level courses will become a natural consequence of the academic rigor and supplemental work the students will be engaged in from the sixth grade onward. Our team has first-hand experience with the challenges of creating an effective Advanced Placement (or similarly rigorous) program in situations where many students enter school behind grade level. To address this issue, steps will be taken to appropriately differentiate instruction and content, and ultimately expand our course offerings (by the second charter) to include accelerated classes as a scaffold for high level courses. Prior to charter renewal the School will adopt either an AP or an IB curriculum as an option for all students, which will serve as a measure of the high standards and college-readiness objectives designed for our students. Preparation for these high level courses will begin in the 6th, 7th and 8th grade years by providing a clear and consistent instructional model utilized in all classes as outlined below. The school's instructional model will provide (1) *Engagement*—awareness, interest, motivation; (2) *Capacity*—knowledge and skills needed to advance in a content area; and (3) *Continuity*—institutional & programmatic support, material resources and guidance.

For all core subject area classes that culminate in standardized assessments, students will be provided with additional inquiry-based learning opportunities to supplement more traditional academic approaches. In this manner all instruction will be rigorous, but also appropriately differentiated. Postsecondary preparedness will be continually measured and monitored as a result of a clearly defined data-driven culture that focuses on individual students, their instructional teams, and school-wide data systems that provide continuous feedback, reflection and opportunities for improvement. Interim assessments will be aligned with standardized assessment goals; delivered on a clearly scheduled basis to provide formative data; provide opportunities for remediation or acceleration; and re-teaching and re-testing to promote student progress and teacher expertise. Design-your-own assessments will be created to ensure that students are progressing towards mastery of the competencies required for New York State licensing and certification in appropriate career areas. Portfolio assessment will be utilized to demonstrate student progress in their writing and presentation skills. Appropriate rubrics will be used to assess student progress in these areas. Teachers will work collaboratively on scoring student work using appropriate rubrics as per the recommendations of the 90/90/90 schools.¹¹

The School will develop and foster the existing relationships of our principal and Board members with colleges and universities to provide our students with ample exposure to a college environment as well as the opportunity to take post-secondary classes during their high school years. One-on-one conferences will enable the teachers, counselors, parents and students to collectively examine student data and monitor achievement in both middle and high school. Through these measures postsecondary preparedness will be an integrated part of the school's culture. The students themselves will learn to take the initiative towards their post-secondary goals through the maintenance of the Pupil Achievement Profile (described below), case conferences, student-teacher conferences, professional seminars, work-based learning opportunities, and cross-curricular Career, Technical, and Vocational Education instruction.

Creating a Culture of Data-driven Decision-making

The acknowledgement that effective teaching stems directly from data driven decision making at all levels is critical to the implementation of the school's academic program, including objectives and overall educational priorities. In the same manner that SISDA's Board and Leadership Team will use data management for setting school-wide performance improvement goals, the school's educators will use data to assist in the identification of individual learning deficiencies and strengths and the development of appropriate instructional interventions to remediate or accelerate students based on their needs, so that they all achieve at the highest levels.

Each student at the school will have a Pupil Achievement Profile (PAP) which will be

¹¹ "90/90/90 Schools: A Case Study from Accountability in Action."

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developed by his/her teachers and guidance counselors, under the supervision of instructional leaders. The Pupil Achievement Profile for each individual student will serve as a blueprint for his or her personal, academic and career objectives. Specific student goals will have both long term and interim benchmarks; and will be appropriately differentiated with remediation and re-evaluation contingencies based on student progress. The PAP will include analysis of the student's prior academic performance and a diagnosis of academic needs in all subjects—based on assessment data and other performance measures—and an individualized prescriptive plan for addressing them. Student achievement goals and prescriptive strategies will be determined using: (a) assessments and related data reflecting the student's prior academic record including transcripts, standardized test data, learning style surveys, etc.; (b) diagnostic assessment data from an assessment administered during the first two-weeks of each academic year; (c) anecdotal, qualitative data, including student work, teacher comments, parent questionnaires etc.; and (d) other relevant data including mandated support services such as an Individualized Education Plan (IEP). All founding staff members and all subsequently hired personnel will be provided with detailed procedures on confidentiality requirements in the form of an employee handbook and orientation that will be conducted by the immediate supervisor in each case, including Team Leaders or administrators.

The academic objectives of each Pupil Achievement Profile will be aligned with grade-specific NYS Common Core Standards and performance indicators. Each Pupil Achievement Profile will be approved by the instructional leadership within four weeks of the beginning of the school year, and will be reviewed and modified at least quarterly. The school will provide professional development to the staff to support them in the creation of these plans and how to effectively utilize the data they contain to drive their instructional decisions. The Pupil Achievement Profiles will be developed in collaboration with consultants from the UFT, the district, and other organizations familiar with the use of student data in NYC, and will be maintained as a part of the school's student records, making them accessible electronically yet appropriately secured to protect confidentiality. Teachers, instructional leaders and students will all contribute to the creation of a data-driven culture where teachers and instructional leaders discuss and plan based on interim student assessments, under clear protocols to maximize time and effort.

The Pupil Achievement Profile (PAP) will be the primary tool for establishing and developing a consistent school-wide data-driven instructional model. This plan is a result of a myriad of best practices in education, including the empirical knowledge accumulated by our team through countless years of educational experience. Student success is most clearly impacted by teacher effectiveness. Teacher effectiveness in turn is determined by the ability to obtain and utilize pertinent data in a timely fashion to adjust and personalize instruction. The goal of the PAP is to create a document that contains student data, a diagnosis of growth areas and an implementation plan to meet student needs. The PAP will allow teams of teachers, counselors, intervention specialists, and administrators to work collaboratively to ensure that all students meet and ultimately exceed the goals established by the school.

We understand that there are many factors that may inhibit student achievement and that often times behavioral issues are the effect rather than the cause of academic failure. The function of the PAP is to create a tool whereby students can begin to take ownership of their own personal and academic development with the guidance and support of highly qualified and well-trained adults. The ideological underpinning of this plan is to motivate and inspire students to overcome obstacles and develop a growth mindset. This mindset will enable them to perceive hardship, failure and adversity as useful "data" to promote eventual success, rather than as an insurmountable hurdle internalized as a sense of worthlessness.

a. This plan will be implemented throughout the school year by providing student and teacher schedules that allow for self-reflection and collaborative, goal-setting and discussion. Students will use the PAP to set personal goals and their teachers will use the PAP to determine the best

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measures to achieve those goals in each content area, as determined by the NYS Core Standards and our school's expectations. In cases where interventions are necessary, the input of Special Education teachers, counselors, and parents will also be included. Teachers will work in vertical and horizontal teams collaborating on sets of Pupil Achievement Profiles, in order to ensure that their students are meeting benchmarks, as measured by interim assessments. The vertical teams will work to ensure cohort progress by grade, the horizontal teams will work to ensure school-wide progress by content area. Individual Case conferences will take place in situations where students are at risk of not achieving target benchmarks. School-wide professional development will take place and orientation will be provided for all new hires, to ensure that protocols are understood, followed, and every student's privacy and dignity is protected at all times.

b. Although Team Leaders and guidance counselors will be responsible for monitoring the usefulness and effectiveness of the Pupil Achievement Profile; the students themselves will ultimately learn to moderate their own growth and development. The primary goal is that students will embody the core value of self-reliance. They will learn to lead the discussions they will have with each instructor during one-on-one conferences in their classes and take the initiative for their own progress as they move towards graduation and post-secondary pathways. In accordance with the School's core value of self-reliance, students will be expected to actively participate in the setting of their PAP goals and articulate the steps they are taking to meet them. Students will be taught by teachers to use their own data, make their own benchmarks and work toward their individual goals. Rubrics will be utilized to clarify and formalize this process and measure gains. In the 6th, 7th and 8th grades, students will be supported in these tasks by advisors and content area teachers, who in turn will be supported and guided by Team Leaders, guidance counselors and administrators as the school grows to capacity. In high school, students will work with the guidance team on a more independent basis to align their academic progress with their desired post-secondary paths, including planning for college and vocational certification.

School-Wide Assessments will be developed by the School Administration and Faculty, with the Board of Trustees having final approval. School-wide goals and assessments will align with both the NYS Common Core standards and the school's larger goals, as described in the charter. Interim assessments will be used to adjust and modify the means by which benchmarks for teaching and learning will be met. The School will create a rigorous set of target goals for every student to which the students themselves, their teachers and their instructional leaders will be held accountable. An assessment schedule will be developed and a premium placed on transparent discussion of performance indicators and meeting expected outcomes.

Utilization of College Aligned Academic Rigor to Enable All Students to Meet Challenging State Academic Achievement Standards

The instructional leaders and teachers will establish (1) curriculum outcomes in narrative form for every subject at every grade level; (2) a curriculum calendar that establishes a time-line in which the curriculum outcomes will be achieved; (3) curriculum unit plans utilizing the *Understanding By Design* framework. The purpose of planning in this manner is to prepare students for advanced levels of study in various subjects, as they obtain the skills and mastery of their current grade level. Each course in the school will have a Curriculum Map and a Pacing Calendar that is aligned with the Common Core Curriculum Standards that describes overall learning objectives to be met by the students and the content area to be taught. Our curriculum maps will help teachers understand what is taught and when in all subject areas and/or grades. They will assist teachers in creating unified interdisciplinary areas. These maps will be aligned with the Common Core State Standards and state exams. They will be developed by our professional development team using expert resources within and outside the School. Literacy and technology will be stressed in all content areas. Our expectation is that a strategically planned curriculum will lead to high academic achievement with students surpassing baseline State graduation requirements and preparing for careers. Maps for each content area will contain the following minimum components:

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- Alignment of instruction with the Common Core State standards and assessments.
- A pacing guide aligned to the dates of the standardized and uniform interim assessments.
- The specific primary and supplemental instructional materials to be used
- Alignment with teacher-created periodic assessments to measure student progress and determine further teacher planning and differentiation of instruction.
- Essential Questions and Enduring Understanding to be addressed by the course.
- Scaffolding content that develops the previous level of instruction and supports the following level of instruction in that content area. [For example: In a 6th grade course on the development of web pages, the students will be able to construct a rudimentary web site. In a 10th grade course on computer programming, students will be able to design a detailed and functional data program that can access vital and relevant information.]

As the Standards Crosswalk progresses from grade six to grade twelve, the content will become more challenging as suggested by the performance indicators. The School's curriculum will leverage the seven years that the students will attend The SISDA Charter School by scaffolding the curriculum in all content areas and providing the means for students to meet the New York State graduation requirements and where applicable, New York State licensing requirements. [For example: An effectively scaffolded curriculum would provide the necessary groundwork in grade 6 for in-depth understanding in grade twelve. A 6th grade Geography objective would be that students identify all the countries in the West Indies by name, explain the composition of the three main island groups of which they are comprised and understand that they were indigenously populated by Arawak and Carib Indians. A 12th grade Advanced Placement Human Geography course objective would be that students articulate and analyze the socio-political and economic ramifications of European imperialism in the West Indies and how the interplay between European powers created those geographic outcomes in the Caribbean.]

The effective spiraling of our curriculum aligned with technology competencies will provide a powerful tool for engaging students and driving their academic performance. The school will establish a uniform grading policy and utilize uniform rubrics so that assessment can be achieved in a consistent and coherent manner, and high academic standards will always be maintained. Department-wide grading may be implemented so that teachers can share the workload and remain apprised of the quality of work being produced by students throughout the School, as well as develop an appreciation for the work of their colleagues, as well as glean data driven insight as to how the school is performing as a whole.

Obligation and Rationale for Selection of Assessments.

The primary assessments for the measurement of effective instruction will be the New York State standardized examinations for the middle grades and the New York State Regents examinations at the high school level. It is our belief that these exams provide a valid and sufficient baseline measure of student success. In the most high-performing schools in New York City and State, these examinations serve as initial benchmarks for student success, since students will far surpass these indicators by the time they graduate. Similarly, our students will be expected to view these exams as the first steps towards much greater achievement and higher expectations and not as the culmination of their studies. However, we do believe that the intentions of the Standards-based movement are adequately met by the state exams and substantial effort is made on the state level to ensure that these assessments serve their designated purpose of creating a baseline measure of student success.

Teachers will also practice a diagnostic and prescriptive approach to instruction that clearly demonstrates the use of differentiated instruction. Teachers will be provided on-going support and training in the use of data to create effective differentiated instruction.

Describe your School's promotion requirements for each grade.

Students will be held to specific promotion criteria: attendance; comprehensive classroom assessments that will include portfolios, teacher assessments, observations; and benchmark

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assessments. The school will reserve the right to make a decision for promotion when standardized test scores do not match student achievement as seen through these classroom assessments. Students failing to meet any of the grade level or School expectations as defined by the criteria in the assessment chart will be designated as *Promotion in Doubt* during the winter. Families will be notified in writing of possible retention. If students do not improve by the end of the school-year they will be designated for retention for the following School-year. All criteria are fully included in the final decision for promotion as defined below:

Grade	Attendance	Teacher Recommendation	Benchmark Testing
6	90%	At grade level	NYS ELA and Math Level 2 or above
7	90%	At grade level	NYS ELA and Math Level 2 or above
8	90%	At grade level	NYS ELA, Math, & Science Level 3 or above. At grade level benchmark for ELA, Math, Science, and Social Studies
9 and 10	90%	At grade level	Scantron Performance Series. At Grade Level Benchmark on Reading, Math and Science

Grade 9 and 10 Promotional Standards

- Students must attain a minimum of 8 credits in order to be promoted to the next grade
- Students must successfully complete a project in ELA or Mathematics which shows grade-level learning (as assessed by that subject’s teacher).
- Students must attain 90% attendance.
- Students must have passed at least 2 Regents Examinations (including one each in ELA and Mathematics) by the end of 10th Grade

High School Graduation Requirements for Grade 11 and 12

Regents Diploma (minimum graduation requirements)

Total Number of Units of Credit: 44

English Language Arts: 8 units

Social Studies: 8 units (including 4 units in global history, 2 units of American history, 1 unit in economics, and 1 unit of Participation In Government)

Mathematics: 6 units (Integrated Algebra, Math A, Math B, Geometry, Algebra II/Trigonometry)

Science: 6 units (including at least one course in life science, one in physical science, and third in either life sciences or physical science)

Health: 1 unit

The Arts: 2 units (including dance, music, theatre, and/or visual arts)

Languages Other Than English*: 2 units

Physical Education: 4 units

Sequence Courses or Electives: 7 units

Mathematics, Science, and Technology (MST): A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also, students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

An approved professional or vocational sequential program of study selected by the parent/guardian and student beginning in the 9th grade.

Examinations: All Students must pass Regents examinations as follows: 1) Comprehensive English; 2) Global History and Geography; 3) United States History and Government; 4) One (1) in Mathematics (Integrated Algebra, or Geometry, or Algebra 2/Trigonometry); and 5) One (1) in Science.

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Alternative Assessments approved by the commissioner pursuant to section 100.2(f) of Part 100 may be used in place of the required State assessments.

*A student identified as having a disability which adversely affects the ability to learn a language may be exempted from the LOTE requirements if the student's individualized education program states that such requirements are not appropriate.

Staff Development Protocols for Modification of Educational Program

Staff development will be a direct reflection of changes and trends in curriculum, standards, and teaching methods. As the New York State Common Core Standards change, or undergo revisions, staff will receive high quality, intensive professional development that will reflect the most recent developments. Teachers will have the opportunity to apply new information, methods, and knowledge during participation in curriculum mapping. In addition, staff developers will train and assist teachers in the interpretation and analysis of data from student assessments. Data information gleaned from student assessments will enable staff developers and teachers to create a system of scaffolding, so that all students can maximize achievement.

E) School Climate and Discipline

The Development of a Nurturing School Culture

The SISDA Charter School learning community believes that in order for effective instruction and learning to take place, a school community needs to provide developmental supports, both individual and school wide, that respond to student needs, set high expectations for students' success, facilitate adolescent social emotional health and development, and promote student engagement.

Positive Behavior Intervention Systems (PBIS)

The SISDA Charter School will implement PBIS as the umbrella philosophy that will encompass the tone, spirit, culture, and environment of the learning community. PBIS includes a broad range of systemic and individualized strategies that promote social and learning outcomes while preventing problem behavior. PBIS is not a curriculum nor a program, but rather a framework and philosophy that will assist administrators, teachers, guidance counselors, and other staff in identifying the social and emotional needs of students. There is a broad and ever-increasing body of evidence that PBIS works. Countless schools, districts, and educational service districts across the country have implemented PBIS models with great success as measured by reductions in referrals, suspensions, and expulsions, and increases in student and staff attendance and connectedness.¹²

The key areas of this broad umbrella philosophy are in the creating of community by the nurturing of a positive school environment, the creation of rewards and incentives, use of data to analyze and examine ongoing school culture, and building consensus and consistency amongst the school staff. PBIS entails the strong encouragement of "outside of the box" thinking by staff members that will involve self reflection and the willingness to change or augment protocols they may have used in previous positions and schools. Designing school-wide systems for student success in PBIS will involve the utilization of universal, secondary, and tertiary interventions in the areas of academics and behavior. PBIS used in conjunction with School Wide Information Systems (SWIS), enables the school to establish and maintain a positive culture and environment, while tracking success as well as areas of concern. The data gleaned from SWIS can be used to analyze what is working, and what needs to be tweaked or changed altogether.

Academically, students will be referred by guidance counselors in conjunction with teachers and other staff to academic programming, tutoring, and after school services. The SISDA Charter School will implement the use of PBIS "cool tools." Specifically, staff will teach, re-teach, revisit, reward, review, and reinforce. Cool tools will include using advisory periods to

¹² Positive Behavior Intervention and Support (PBIS) 2008. Note: National technical assistance Web site on PBIS includes online library of reference, videos, and tools, available at <http://www.pbis.org>. <http://www.safeandcivilschools.com/research/papers/pbs.php>. A Discussion. 2011.

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teach and guide students towards positive behavior through exercises that may include role play, brainstorming, and group projects. Examples of rewards will include positive phone calls and letters home, certificates of achievement, “caught in the act” cards, and gift certificates.

Behavioral expectations will be developed and promoted through this umbrella philosophy school-wide. These expectations will translate into observable, acknowledgeable, and teachable behaviors. The PBIS philosophy along with other related systems will be taught and applied during the advisory period, and executed school-wide throughout each day. The objective is the building and creation of a culture and environment conducive to student success. Use of words such as “don’t”, “can’t”, and “won’t” will not be part of the language of the positive school culture. Rules will be established by teachers during advisory periods in the positive using “will”, “do”, and “can.”

Life Space Crisis Intervention (LSCI)

The SISDA Charter School will also implement the LSCI program, which will serve to enhance and augment its umbrella philosophy of PBIS. LSCI is a behavioral support program that has been developed over several decades throughout the United States, Europe, Australia, and New Zealand. Through LSCI, school staff will have the opportunity to skillfully intercede and assist students who react to situations and circumstances in significant crisis.¹³ It must be noted that LSCI is not counseling, nor is it a therapeutic program. All staff will be trained to recognize and identify the student’s *conflict cycle*. Professional development will be provided to train staff members to look for body language and other non-verbal means of communication in a student to acknowledge that a crisis has ensued. All staff (including guidance counselors, social workers, teachers and administrators) at The SISDA Charter will be trained and certified in Life Space Crisis Intervention as a condition of employment. The essence of the LSCI program is embedded in the concept of giving all staff the opportunity to take the crisis that a student is having, and transform it into a teachable moment which supports a positive school culture.

School trips are a vital part of a complete education and will become an integral part of our culture. As a result, all 6th grade students will begin preparing for college and careers by visiting local colleges and employers. In the 7th grade, students will visit colleges and employers within New York State. In 8th grade, students will visit colleges and employers on school-trips to other parts of the region and country. The school will utilize its faculty as an alumni network to facilitate these trips and develop relationships with college admissions offices and businesses around the country. In high school, students will be expected to travel internationally. Teachers who have an interest in a particular destination will plan these international trips over the course of one or two years. Students, teachers, and board members will raise funds for the trips through grants, donations and fundraisers to make them cost effective for our students.

The SISDA Charter School will be a strong proponent of the education of the whole child. Daily advisory for each and every student will take place at the school. As noted previously, the day will commence with Town Hall Meetings which will gauge the emotional and social temperature of the student body, followed by advisory/homeroom periods to assess individual students’ needs for the day. Homeroom teachers will use the ESR (Educators For Social Research) Guide during the homeroom period as a resource in planning mini-lessons, activities, and group discussions. Advisory does not take the place of group or individual counseling provided by guidance counselors or school social workers, but rather focuses on life skills, attitudes, and decision making.

Guidance Services

The role of the skilled and experienced guidance counselors at the SISDA Charter School can be defined by two powerful words: Support System. The middle school and high school programs will each have a dedicated counselor who will create long lasting relationships which

¹³ Fecser, Frank A. and Long, Nicholas J. (2007). Life Space Crisis Intervention Institute (LSCI). Note: Additional training resources, latest news, related courses available at <http://www.lsci.org>

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will enhance the students' educational experience. The counselors will get to know each of their students on a personal basis, and will help forge trust and confidence in the relationships. The guidance department will serve to underscore the ambitious and innovative education initiatives that drive the school's mission and will provide the support system to assist students in navigating the decision making process that will ultimately determine success in the present and in the future. SISDA Charter School's mission of providing a wide-ranging program of vocational, technical, and career education necessitates counselors who will guide students and parents seamlessly through the arduous process of program and course selection, skills assessment, and college admissions and career counseling. Parents and students can be certain that from day one of admission to the SISDA Charter School as 6th graders, until the day they graduate with a high school diploma, the guidance counselors will be right there every step of the way.

During the incubational phase of the school, it will be crucial for the school to exhibit expertise in gauging the students' career and vocational aptitude. Standardized testing in academic areas serves many purposes; however, in many cases there is a major disconnect between a child's ability to read, write, solve mathematical problems, use critical thinking skills, and the child's aptitude to fix things, build things, create things, cook things, or design things. This is why vocational/career interest surveys are used by guidance counselors to bridge the gap between the student's multiple intelligences and the student's ability, interest, and motivation. Students will be also be given skills assessment surveys to help the guidance staff determine what talents and potential they possess. These surveys will assist the guidance department in helping a student choose an area of interest in which he or she can use their natural talent and ability to pursue a career path and/or higher education.

A valuable resource that the School will utilize in the first years of its charter is *Careers At the Counselor's Page*, a multi-faceted, user-friendly online tool created and developed by the guidance department at the high-performing Colstrip High School in Montana.¹⁴ This free website can be accessed by guidance counselors and students to do career exploration, particularly through the *College-Compass Survey*. This brief but in-depth tool measures personality, feelings, interests, hobbies, likes, and dislikes of students to create a profile which classifies a student as creative, practical, intellectual, mechanical, persuasive, or adaptive. The profile then lists sample careers that fit the profile of the student. Naturally, the students will be encouraged to explore many options, and the career survey is merely a tool. The survey, along with various career websites that are linked to the webpage, can assist in focusing the student towards goal setting and serious exploration. In addition, the *Careers At the Counselor's Page* website has links to resume writing, internships and services, and online career publication magazines. The *College-Compass-Survey* will be given to the first cohort of 6th graders during the first month of school. This survey will be given once again in the spring of 8th grade, in order to reassess the student's personal interests and abilities. Eventually, the SISDA Charter School will draw from the best practices of this site and from data gathered during its use to construct our own career exploration site, a process which will be facilitated by Board Member Stuart Austein and which will be accompanied by on-going professional development for all teachers and counselors.

While the surveys will be invaluable tools in the process of delivering high quality CTE, there is no substitute for conferencing in small groups between the student, guidance personnel, teachers, and parents. Each term, guidance counselors will set up appointments to meet with each student and parent/guardian to plan academic programming and vocational choices, as well as performing arts options. Students will receive appropriate guidance in preparing for the college admissions process beginning in 9th grade. Guidance counselors will advise students regarding the PSAT's and SAT's, National Merit Scholarships, grants, and all information about financial

¹⁴<http://www.colstrip.k12.mt.us/subwebs/chs/chscc/thecounselorspage/cp/career/ca.htm#Career%20Interest%20Surveys>. 2004

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aid. The guidance department will organize college fairs, career days, and coordinate trips to visit colleges and universities, locally and out of town. Parent workshops will take place to help acquaint the parents with the myriad of programs available at SISDA as students progress from year to year.

In addition to academic and vocational counseling, SISDA's guidance personnel will be available to assist students with problems and issues, in or out of the school. The counselors will provide a great sense of comfort and support to students whenever a student needs it. The guidance counselors will help students deal with the emotional turmoil of home and family problems, and when indicated, refer students and/or family members to appropriate agencies and institutions. SISDA guidance counselors will serve as a refuge for students when they do not know where to turn to for help in times of great distress. The counselors will provide crisis and grief counseling whenever it's needed.

In addition, the SISDA CBO will be staffing an office on site at the SISDA Charter School during operational school hours, including providing a full time Community Support Director and additional support staff. This office will be a center where students, parents, teachers and administration can work collaboratively to connect with SISDA's services, including after school programs, OST (out of school time) Beacon, Saturday Academy, Holiday Academy and Summer Youth Employment Program. These programs have a proven track record of success in the local community schools of CSD 12 that the CBO serves and the SISDA Charter School will likely be incubated in. The SISDA CBO will also support the SISDA Charter School by custom designing, establishing and maintaining an after school instructional, remedial, and enrichment program supplemented by a dynamic sports, recreational and performing arts program. The after school program and in-school office will serve as major factors in the retention of students, as an enhanced parent and community program located within the school, as an effective dropout prevention tool, and one of the many positive recruiting points for future prospective student cohorts. Overall, students and family members will know that the guidance department and programs at SISDA Charter School will help make the learning process memorable, enjoyable, and most importantly, successful.

Expectations Regarding Student Behavior

We are committed to creating an environment and culture that is positive, caring, and supportive. Students will learn content knowledge, achieve academic and career success, embrace core values, healthful behaviors, and learn interpersonal and leadership skills that will help them become healthy adults, nurturing parents, and community leaders. The SISDA Charter School seeks to develop an educational climate that fosters a spirit of collaboration, cooperation, and respect among students, staff and parents while maintaining open lines of communication. The school community can achieve this goal through active cooperation between students, teachers, staff members, administrators, parents/guardians and others in supporting classroom and school wide expectations. The school recognizes the need to clearly define these expectations, to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly.

Code of Conduct & Discipline Policy

In pursuit of these goals, a Student/Parent Guide will be distributed during new student orientation to all incoming cohorts of students and their parents and guardians. Included in this guide will be the academic calendar, student and parent bill of rights, parenting tips, student study tips, and the school's Code of Conduct & Discipline Policy. This Guide will establish a disciplinary framework to ensure that students and families both understand the rules and exercise their rights and responsibilities as members of the School community.

At a minimum, this Guide will state that students are expected to conduct themselves in an appropriate manner at all times. A student who fails to conduct him/herself in such a manner will be subject to disciplinary action. At a minimum, appropriate student behavior will include: a) respecting adults and other students in the School and showing respect and courtesy at all times;

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b) being responsible for him/herself and his/her property; c) being respectful of the property of others; d) behaving in a manner that is not hurtful to others, either physically or verbally; e) resolving conflicts in nonviolent ways (e.g., communicating the problem verbally, talking with a teacher or another adult, peer mediation, walking away); f) respecting and following the directions of teachers and other adults in the school community; g) respecting school property and contributing to keeping the school building clean and safe (e.g., cleaning up the eating area, not littering, etc.); h) coming to school prepared for class each day and completing homework assignments in a timely manner; i) not bullying, teasing or harassing other students or adults in the school community; j) not using profanity, vulgar language or obscene gestures; k) not fighting; and l) never bringing a weapon of any kind to school.

In addition, the Guide will state that students are required to wear a uniform at all times while on the school site. Uniforms cultivate good discipline and a favorable learning environment while mitigating potential distractions and divisions among students. Prior to the start of the initial year, the planning team will be in the process of consulting with parents concerning the specific uniforms that students must wear. These uniforms will be made available to parents at an affordable price, and funds may be made available to assist families who show a demonstrable financial need and difficulty in purchasing the clothing.

The guide will be accompanied by a letter from the Principal that conveys the importance of students and parents reading and understanding it. The letter will clarify that the Code of Conduct and Student Discipline Policy were drafted to meet all of the requirements of state and federal law, as well as the requirements of the NYS Commissioner of Education and the NYC Department of Education. It will explain that while the school's board has the exclusive authority to adopt and amend the Code of Conduct, the School complies fully with the NYS Education Law's requirement that the Code be developed in collaboration with students, teachers, administrators, parents, School safety personnel and other School personnel, and that we encourage their contact with any questions or comments.

Disciplinary Action

The SISDA Charter School's formal and standardized discipline policy will provide due process for students while ensuring that conduct infractions result in appropriate consequences. Such consequences will range from verbal warnings, detention and parent conferences to school suspension. The Code of Conduct & Discipline Policy will outline rules, procedures and practices that will govern the school's disciplinary actions and support the establishment of a safe, secure and educationally sound school environment.

Teachers initially handle all discipline issues within their classrooms and administer consequences ranging from a simple warning to removal from the classroom. For those code infractions that can be handled by the teacher, the following discipline techniques may be used alone or in combination: a) verbal correction; b) "cooling off" periods; c) phone calls to parents/guardians; d) seating changes in the classroom or lunchroom; counseling by teachers, counselors, deans, or administrators; e) parent-teacher conferences; f) parent-administrator conferences; g) temporary confiscation of items that disrupt the educational process; h) grade reductions for academic violations such as cheating, copying, allowing others to copy work, or plagiarism; i) sending the student to the office or other assigned area, or in-school suspension; j) detention, either during the school day or outside the school day; k) withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices (subject to review and approval by the principal); and l) referral, in consultation with the principal, to an outside agency or legal authority for intervention and, if appropriate, criminal prosecution in addition to disciplinary measures imposed by the School. Teachers are expected to attempt to stop the student's offensive behavior through one or more of the above methods and to document the behavior in a note describing the situation to the principal or designee. Teachers will then communicate with the Principal or designee to assess the effect of the interventions and to determine appropriate follow-up consequences.

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The school will maintain written documentation of all discipline incidents, with the exception of very minor rule violations. If a student has repeated discipline incidents, he/she may be subject to specific and appropriate disciplinary consequences. For example, a student who is responsible for teasing or bullying another student may receive a strong verbal warning as a consequence of the first offense. However, he/she may receive a detention, one-day in-School suspension, or other similar consequence if the student commits similar offenses following the initial offense.

Due Process

We will comply with the due process procedures detailed in Section 3214 of the NYS Consolidated Laws as well as those procedures for disciplining students with disabilities and the provision of a Free and Appropriate Public Education under federal regulations. The School Code of Conduct follows NYS legislation (Chapter 311 of the Laws of 1999) and the Board of Regents adopted regulations (Part 201) to implement the federal requirements and the (SAVE) Schools Against Violence Education Act. Unless otherwise indicated, this Code will apply to all students, personnel, parents, and other visitors when on School property or at School functions.

The school's implementation of due process will be overseen and directed by the principal or his/her designee. In all disciplinary matters, students are given an opportunity to present their version of the facts and/or situation to the staff member imposing the discipline. Early intervention, including solicitation of parent involvement, is used consistently to avoid serious discipline problems. Parents are notified and asked to meet with the appropriate school staff member(s) so that parental support, instruction, and example(s) can support the school policies.

Suspensions and Expulsions

As a result of the numerous Advisory strategies and team building that will be utilized by The SISDA Charter School, it is expected that school conduct code infractions, and suspensions resulting from the same, will be held to a minimum.

However, when a student has engaged in insubordinate, disorderly, violent or disruptive behavior or behavior that otherwise endangers the safety, morals, health or welfare of others, the Principal may suspend or remove the student. In such cases, the school must provide parents with the following procedural safeguards. Parents of students suspended from school attendance for five days or less shall receive written notice within 24 hours, which describes the incident, suspension and the child's rights. If the student denies the misconduct, the school will provide an explanation of the basis for the suspension as well as the opportunity for an informal conference with the principal and to ask questions of the complaining witnesses. In the event that a parent initiates a Committee on Special Education referral during the time the student is suspended or removed for disciplinary reasons (for students not already classified by the CSE), the school will cooperate fully with the parent.

The school will comply with the provisions of due process afforded students for all disciplinary actions and provide an opportunity for a fair hearing and with the right of representation by counsel and the right to question witnesses and the right of appeal. Consistent with the federal Gun-free Schools Act of 1994, any student pupil who brings a weapon to school will be suspended for a period of not less than one calendar year, subject to modification by the Principal, where warranted, on a case-by-case basis. The student's school program during the period of suspension will be substantially equivalent in content to the student's regular school program and sufficient to permit the student to complete required course work. Home tutoring or the opportunity to attend instruction at another location outside of the student's regular classroom will be provided by the school.

The school may impose an in-school suspension or a short-term suspension of five days or less. Before imposing an in-school or short-term suspension of five days or less, the principal, in coordination with the teacher or staff member who witnessed the behavior that warranted the suspension, must inform the student verbally of the suspension and the reasons for it. At that

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time, the principal must give the student an opportunity to respond verbally to the description of reasons for the suspension. In addition, the principal must document the reasons for the suspension in writing, and a copy of the written documentation must be maintained in the administration office of the school. The principal or designee must immediately notify the parent/guardian that the student has been suspended, and must also provide a description of the incident(s) that resulted in the suspension, and offer parents an opportunity to come to school to talk about the disciplinary action. Such written notice must be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. The school will make reasonable efforts to ensure that the notification is made in the dominant language used by the parent/guardian. Where possible, notification should also be provided by telephone. This notice must provide a description of the incident or incidents that resulted in the suspension and must offer the opportunity for an immediate informal conference with the Principal and other relevant the School staff.

The principal will notify the President of the Board of Trustees immediately following the suspension and will provide the Board of Trustees with a copy of the written notification. Before the school imposes any long-term suspension or expulsion, a student has the right to a formal hearing. At the hearing, the student has the right to be represented by counsel, question witnesses, and present evidence. The principal will personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only, and the principal may accept or reject all or parts of it. The principal's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed to the School's Board of Trustees. If a parent is dissatisfied following the Board of Trustees' decision regarding the appeal, the parent may appeal the decision to the charter school authorizer.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified 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 ten 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 (MDR). Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise. Students with Disabilities (SWD) are afforded the protections of Education Law 3214 in disciplinary procedures with the provision that alternative instruction must be arranged immediately for suspensions for five days or less. If the suspension or removal of a SWD is for more than ten school days in a calendar year and represents a disciplinary change or placement, a CSE meeting notice and procedural safeguards notice will be sent to the parent including notice to the parent of the CSE recommendation. A Behavior Intervention Plan will be developed as a result of conducting a Functional Behavioral Assessment to assist the School and the family to help change the behavior

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that brought about the disciplinary action and include intervention strategies for that purpose. If the suspension/removal will constitute a disciplinary change of placement a CSE meeting notice will be sent to the parent with procedural safeguards and a CSE meeting will be convened to address the student's behavior and to conduct a manifestation determination, or beginning the 4th year, the School Assessment Team will convene for the MDR. A manifestation determination is the relationship between the student's disability and the behavior subject to disciplinary action. If the behavior is not related to the pupil's disability, the student may be suspended or removed for the behavior but he/she will receive special education program and services.

Expulsion will be rare, and used only after all appropriate guidance interventions and a ladder of discipline and the protocols for suspension have been exhausted. The Board will hold a hearing based on the recommendations of the hearing officer and/or school administration, with the right for the parent to retain counsel or a parent advocate. The board holds the right to use expulsion after a recommendation of the hearing officer and/or school administration requesting student expulsion, and gives the parent or guardian thirty days to appeal to the Board of Trustees regarding their decision to use expulsion as the final level of discipline.

Communication and Parental and Staff Involvement

The SISDA School will develop and maintain a School climate that is friendly and inviting to parents, and will maintain regular contact by phone, email, and in person with parents and guardians in the following ways:

- Parents will be able to contact teachers and the Principal as needed after School hours by phone and email;
- Quarterly parent meetings will be held at the beginning and end of each of the School's two semesters;
- Teachers and administrators will meet with individual parents and guardians to discuss students' programs, overall progress, and other issues at least twice per year. These meetings will be scheduled to occur during each mid-semester (approx. Nov. and April) following the distribution of progress reports to the parents (guardian) of its students and will focus on each student's progress;
- Progress reports will be sent to the parents (guardian) of each student twice per year, each mid-semester;
- First semester report cards must be picked up in person by the parents (guardian); end of year report cards will be sent to parents (guardian);

The School will develop and maintain a School website and email lists that will promote family involvement with the School and will be used as an effective means of communication;

- The School will facilitate the development and continued operation of a School Parents Organization
- The School will be develop a standard procedure for staff to contact parents about student behaviors (both positive or negative);

Promotion of Parental and Staff Involvement in School Governance

The School will promote parent and staff involvement in School governance in the following manners: (1) Inviting parents and staff to become members of various committees, including committees of the Board of Trustees; (2) Through surveys, interviews, and other methods of seeking the recommendation of parents on issues that significantly impact any aspect of the school, its operation and its instructional program prior to final decisions; (3) Reserving an agenda item for the school's parent organization at each regular meeting of the Board and providing the same for staff; (4) Sharing the annual report separately with the parent organization and staff and providing them with the opportunity to make recommendations for improvement; and (5) Creation of a school leadership committee consisting of administrators, staff and parents, and where appropriate, students 6) Inviting parents to create a parent association or parent-teacher association and providing this organization with appropriate meeting space.

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II. ORGANIZATIONAL PLAN

See ATTACHMENT 5 - Proposed corporate by-laws

See ATTACHMENT 6 - Proposed Code of Ethics

A) Governing Body

The Board of Trustees is the oversight and policy-making body of the school and will direct the affairs of the school by delegating authority to the School's Principal, who will implement policies established and approved by the Board. He or she will report directly to the Board in all matters pertaining to the school and will be an *ex officio* member of the Board. The Principal will be responsible for the day-to-day operations of the School and will supervise the members of the Leadership Team, the faculty, and all support staff.

Board of Trustees

The SISDA Charter School has proposed a **Board of Trustees** that has ample capacity to govern the School's programs and activities, and to provide proper oversight regarding the School's planning, policy-making, fund-raising, instructional programs, management and finances. Details regarding the composition (including Committees) and duties of the Board are included in the School's Corporate Bylaws. (See Attachment 5). The current Board is comprised of distinguished individuals who bring a variety of skills and experiences to their board service, including professional and related experience in education, law, government, non-profit management, community involvement and parent leadership.

Planning Team

The SISDA Charter School's **Planning Team** is comprised of the lead applicant, the proposed school leader, and four members of the proposed board of trustees. This team has led the major initiative involved in developing this proposal, and has been supported by a myriad of other community members, instructional and organizational experts, and veteran educators. Our team is comprised of well-established and respected leaders in education and the community, who share their expertise in order to create an exceptionally successful school.

B) Founding Group and Board of Trustees Composition

As noted in the biographical information provided in the prospectus and the attached resumes and supporting documents, the school has selected board members who bring to their board service a variety of skills and experience, and who possess the capacity to monitor the School's educational and operational functions. All founding group members will serve on the Board of Trustees.

Margarita Smith: A co-founder of the Simpson Street Development Association, Inc. in 1964, Ms. Smith currently serves-as Director of the SISDA community organization and its charities and services. She is the Lead Applicant of our charter application,.

Louis Corominas: Successful educator in NYC DOE for 35 years, 17 as a middle school principal in the South Bronx.

Frank Steele: Current Site Supervisor for Office of School and Youth Development's Alternate Learning Center; has 34 years of distinguished service in DOE.

Stuart Austein: Has served as a DOE educator in the Bronx for 13 years. Recipient of the 2009-2010 Guidance Counselor Recognition Award..

Jose Vargas: Taught in the South Bronx for 25 years, and currently serves as the Bronx Borough Representative for the United Federation of Teachers.

John Musico: served in the DOE for 36 years, including 7 years as a Superintendent in District 14, and Senior Superintendent of Schools. He also was the Superintendent of Middle School Reform and the Superintendent for Promotional Policy for the NYCDOE.

Robert Restivo: has 30 years of expertise in Human Resources and personnel administration in the DOE, focused on the alignment of human resources to student achievement and instruction.

Erik Arroyo is currently a Vice President of Banco Popular in Manhattan. He is a proven money manager, knowledgeable in sound financial and accounting practices, and an excellent fund raiser.

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Carmen Judith Taveras has a distinguished 20 year record of service on various educational boards and councils. She is a dedicated community leader, and advocate for children and families.

Sister Thomas, SC has served the South Bronx Community for over 50 years through community activism in the pursuit of better educational, spiritual, and socio-economic opportunities. Sister Thomas has an experienced background in teaching and youth counseling.

See ATTACHMENT 7 - Prospective founding group resumes or CVs

See ATTACHMENT 8 - Completed Statement of Assurances

See ATTACHMENT 9 - Completed Request for Information from Prospective Charter School Board Members

Procedures for Conducting and Publicizing Monthly Board Meetings

Annual Meetings, Regular Meetings, and Special Meetings will be held according to the provisions of §104. Board Meetings shall be held at a location designated by the Board or the Principal and sufficient for public attendance and participation.

Annual Meetings: An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as may come before the meeting.

Regular Meetings: A minimum of ten (10) Regular Meetings shall be held each year on dates determined by the Board. Does the new law require these to be held monthly?

Special Meetings: A Special Meeting will be held at any time called by the Principal or by two trustees.

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

Public notice. 1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. 2. Public notice of the time and place of every other meeting shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto. Will it be posted on school website?

Notices to Trustees of Board Meetings shall be given as follows: Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.-Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protest, prior to the meeting or at its commencement, of the lack of notice. The Secretary shall record all such waivers, consents and approvals in the minutes of the meeting.

C) Management and Operation

The Board will assemble a strong team of educators and administrators to implement instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. The Principal will be responsible for all aspects of the school's success, including academics and instruction. In our initial charter, we will hire an Assistant Principal who will report directly to the Principal.

The fundamental purpose of our organizational structure is to ensure effective instruction that drives student success and establishes the sustainable longevity of the school as a quality institution. Our intention is to create an organizational structure that is built to last. We plan to develop systems and operations that are not specific to an individual, but rather focus on teamwork that will recognize the individual strengths of staff members while serving the institution as a whole. Much of the institutional framework of our school is derived from the organizational structure of our instructional partner SISDA. Many of the procedures and data-

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driven strategies for improvement that exist at SISDA are similar to the best practices in the most successful and long-lasting institutions.

Organizational Structure

During the initial year, the School will have a **Principal**, Ms. Sharon Delaney, who will serve as the instructional leader and Director of Operations, and who will be in charge of all financial and operational matters.

During the first year, the School will also have one **Assistant Principal**, who will assist the principal in her duties and serve as the primary coordinator of the school's career and technical education program. The Assistant Principal will be the school's primary liaison to the CTE Advisory Board in coordinating its support for the school's career and technical program in middle and high school. When the school is in the 4th year of its charter, an additional assistant principal will be added to serve as the school's primary coordinator of high school students and teachers.

The School will have a **Teacher Center Leader** who will serve as the professional development coordinator and mentor for the school staff, and who will work with the principal and assistant principal to ensure that curriculum, practice, and assessment are coordinated across grades and subjects.

Each grade learning community will be comprised of the **core content teachers, special education teachers, specialty teachers (such as health/phys ed, Spanish/ELL, CTE, and arts), and any teacher assistants** for each grade. A **Team Leader** for each grade learning community will be selected by the principal to coordinate the instructional program for the grade with the Administrative Team, as well as to oversee teaching assistants, who will aid in reducing the student/teacher ratio and facilitate the implementation of a differentiated instructional program. Each of these leaders will have specific duties and will report to the Principal, who in turn will report to the Board. It is anticipated that a special education teacher will have four extra periods, beyond instruction, to serve as a Special Education Coordinator for the School.

For the first two years of the school charter, a **Guidance Counselor** will have the responsibility of coordinating the career assessment and social services needs of students in the school. An additional Guidance Counselor will be hired in the 3rd year of the charter to work with high school grades. The Guidance Counselor will work with the Administrative Team, grade learning communities, the CTE Advisory Board and the SISDA CBO staff to ensure that student guidance and support is coordinated across grades.

At the High School level (during and after the 4th year of its charter), the School will employ **Department Chairpersons** in all subject areas, including ESOL and special education, who will coordinate compliance in all their areas. We envision filling these positions either as part-time responsibilities of teachers or full time employees as determined by our financial and instructional needs at that time. Each of these chairpersons will have specific oversights and will report to the Principal, who in turn will report to the Board.

The school is governed by a **Board of Trustees ("the Board")**. The principal, Sharon Delaney, will report directly to the Board, and will oversee day-to-day management. The school's teachers and instructional staff serve under the supervision of the principal.

See ATTACHMENT 10 - Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration, and staff.

See ATTACHMENT 11 - Key position descriptions describing critical skills or experiences every employee included in the organization chart (description is general for core teachers).

C.1.) Charter Management Organizations

We do not intend to contract with a not-for-profit charter management organization.

D) Staffing and Human Resources

The SISDA Charter School will "grow" its administrative/instructional staff over the course of the initial charter to accommodate the expansion and development of its programs and operations.

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Some staff positions will begin following the first year of operations, and other staff positions may begin as half-time positions and expand into full-time roles over the course of the charter term.

Make smart, informed budget decisions

Using the expertise they have developed over decades of managing the budgets of district schools and the SISDA CBO, the Board will consider data to develop School budgets that adequately and appropriately support the mission and objectives of the School, and will monitor such budgets and the impact of the Board's spending decisions on student achievement and School success. The Board will examine data from assessments, as well as the social, emotional, and academic needs of the students.

Plan for Hiring Staff According to Instructional Skills, Experience, and Development

The school's philosophy is that the quality of the professional staff determines the quality of education. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs. A Board representative will assist the principal in the hiring process, and the full Board will have final approval over hiring decisions. In the initial years of the charter, Human Resources specialist and founding Board member Robert Restivo will serve as the Board's representative to the principal.

Attributes, skills and characteristics we will seek in teacher candidates:

The SISDA Charter School believes the most significant factor in ensuring a successful school where students learn and flourish is an effective teacher. We will seek educators who are collaborative, eager to be life-long learners and enthusiastically willing to share our vision and mission for our school. General qualifications applicable for all staff include: strong academic preparation, a high degree of competence, intellectual rigor, emotional maturity, enthusiastic and professional attitude, knowledge of job related practices, the ability to further the goals of the school, and a proven record of ability to work collaboratively. Successful candidates will understand and be committed to the mission, goals, philosophy and activities of the school, as described in the school's charter. Special attention will be paid to the candidate's academic records and previous relevant experience. Prospective job candidates must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the support that a diverse student population requires.

In particular, we will seek candidates who demonstrate the highest levels of expertise and relevant experience in the following areas:

- Curriculum Development and Implementation
- Effective Instructional Strategies
- Data Analysis / Data Driven Instruction
- Classroom Management
- Establishing collaborative relationships with members of a school community (colleagues, students, parents and the surrounding community).

Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development. The school's plan is to provide both new and experienced teachers with enrichment, training tools for improvement and opportunities for collaboration and communication. We believe superior pedagogy can be taught, and are familiar with the excellent resources available to accomplish this. We feel strongly that on-going systemic professional development serves as the bridge between where new and experienced educators are now and where they will need to be to meet the challenges of guiding all students in achieving higher standards of learning and development.

The SISDA Charter School intends to attract and retain teachers by offering a supportive professional environment, including professional development, mentoring, and free workshops that teachers and other staff may participate in to further their abilities as educators. Each year, it is a firm and stated objective that at least 85% of all teachers and staff will express satisfaction

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with the school's leadership, learning environment, and professional development opportunities, as determined by the School's Teacher Survey. The school shall parlay these rates into a comparably high retention rate for faculty and staff. Furthermore, the school will have a strong connection and partnership with the United Federation of Teachers. Staff will have the opportunity to become active UFT members. Through UFT supported initiatives, the school will house a UFT Teacher Center which will provide staff with material and technological resources, as well as professional assistance (including obtaining certification in their respective titles.)

The responsibilities and qualifications of specific school staff members are described in the attached job descriptions. As the school grows between Year One and Year Five of its charter, additional personnel will be hired to service the growing enrollment of the school. Staffing needs will be strongly dictated by the needs of the students. Our anticipated aggressive outreach towards students with disabilities and ELL will necessitate adequate instructional staffing for those students. As the school nears the end of the first five year charter, a full Career, Technical/Vocational Educational program will be in effect, which will necessitate budget allocations for teachers in the areas of the skilled trades, business, and law and government.

The SISDA Charter School will seek to establish a broad applicant pool for all positions. The school will diligently seek to recruit its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, Teach For America, teacher recruitment fairs, and email and phone networks. The school will comply with all federal, state and local laws and requirements regarding the hiring of staff. The school will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, State or federal law.

Implementation of a School Assessment Team

The core foundation and mission of the SISDA Charter School will be the embracing of total inclusion of all students in the community, with a particular focus on ensuring that students with special education needs, English Language Learners, and other students at high risk of dropping out of high school have the resources and motivation they need to graduate from high school and succeed in college and careers. It is with this understanding that the school will provide unique opportunities for students to receive the support and interventions that are needed to achieve this central goal. Staffing will also reflect assessments and data in determining Academic Intervention Services (AIS). Staffing aligned with budgeting and growth data will drive the allocation of positions that will serve the students with remedial and intervention services.

From its inception by Year Four of the initial charter, the School Assessment Team (SAT) will play a critical role in facilitating the necessary interventions and recommendations that are indicated. The SISDA Charter School's SAT will consist of the principal, the assistant principal(s), the teacher center leader, the guidance counselor(s), and a faculty representative from each grade, although membership may evolve with the continued growth of the school. The SAT will be front and center in resolving issues that are brought to light by teachers, administrators, and parents. The team will be responsible for establishing a set of protocols that will provide the appropriate interventions and supports for students. The SAT will primarily be charged with accepting initial referrals for the evaluation of students for special education services, and will also be responsible for conducting re-evaluations and Type 3 evaluations for students already receiving services, who may require additional and/or more restrictive classroom environments or related services. The team will also make services available to parents who are seeking evaluations for their child and will support ELL students and their parents as they seek the optimal educational and support services.

E) Student Recruitment, Enrollment, and Evidence of Demand

a. Application and Admissions Periods and Procedures

Formal recruitment of incoming students will begin after the school is authorized. During or

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before January of the initial school-year, the school will advertise open registration. Families, if they choose, can meet with school staff and review the expectations of the school. The school will demonstrate its policy of equitable admissions access to students with disabilities and English Language Learners in every phase of its admissions process. Interested families will submit applications beginning on the first business day on or after January 15 of each year and application will be received and accepted until April 1st in compliance with applicable Charter School Law. If the number of applicants to the school exceeds capacity, a lottery or a random selection process will be conducted by an individual unaffiliated with the School. This person will be used to assign spaces as described below. The lottery will be held after April 1st annually.

b. Outreach and Recruitment Plan

The SISDA Charter School is committed to making every effort to target special education and English language learner students. As noted in the prospectus, School District 12, as well as most of District 8, has a substantial population of ELL students and students with IEPs. The Board and administrative team of our school will implement the following strategies to recruit students from these populations, and will provide translation services in Spanish (and other languages, as necessary), for all promotional materials and any person-to-person interaction requiring an English translation:

- Visit feeder schools within our area to meet with parents, present our program, and recruit students.
- Visit Community Based Organizations such as the PAL, Boys and Girls Club and other programs in our area to gain their assistance in recruiting students.
- Present to community planning boards in our area.
- Visit houses of worship to distribute application information and answer questions.
- Distribute and post flyers in both Spanish and English in buildings and businesses in our community, including SISDA, supermarkets, churches, community centers, and apartment complexes
- Have personnel available to help all of our families understand their rights and options as parents of ELL and IEP students.
- Post flyers and place notices in local newspapers
- Conduct open houses at after-school programs and youth centers
- Canvass neighborhoods to further reach interested families.

The SISDA Charter School will also provide assistance to families in need of help in filling out the application, and will inform parents as we advertise the school that this service is available. We will have bilingual Spanish/ English personnel available to assist and will make applications available in English and Spanish. Our Board has already been in discussions with and presented to CEC 12 and the Bronx Borough President's representative to the Bronx Community Education Council. The Board has also begun discussions with Parent Association representatives from at least six elementary schools in Districts 8 and 12 regarding the recruitment of students, including ELL and IEP students, and has been asked to present to the Presidents' Council of District 12 PA presidents.

Enrollment Projections

Recent data has shown twice as many Black/African-American students as Hispanic students are enrolling in charter schools in New York City, including in the South Bronx.¹⁵ However, Hispanic students outnumber Black/African-American students two to one in enrollment in CSDs 8 and 12. While we are proud that charter schools are attracting one segment of the community in high numbers, we hypothesize that language and cultural barriers have thus far curtailed Hispanic enrollment in charter schools. As such, the SISDA Charter School will

¹⁵ <http://www.nytimes.com/2010/06/15/education/15charters.html?pagewanted=all>

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implement an aggressive outreach plan (including Spanish-speaking representatives visiting schools, community centers, houses of worship, and recreational centers) in an effort to attract and enroll percentages of Black and Hispanic students which are similar to those of district schools in the South Bronx community.

c. Procedures if student applications for admissions exceed available space

The school will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level. In its first year of operation, the school will accept applications for admission to the 6th grade. One hundred forty-three (143) students will be accepted. In each subsequent year, the school will add one additional class of (125) students, until the school's total capacity is reached with 875 students, grades 6-12. In the event the number of applicants to the school in any given year exceeds capacity, a lottery will be conducted. The school will pursue full disclosure prior to the lottery by advertising a description of how the lottery will be conducted. The school will include a description of the public lottery in its application material distributed to families during the outreach phase of the process.

The school will contract the services of an independent (unaffiliated) organization to conduct the public lottery. The public lottery will occur at a publicly announced Board meeting or a publicly announced community meeting soon after the closure of the enrollment period on or after April 1st in accordance with Charter Schools Law. If a lottery is required, all the applications submitted to the school will be entered into the lottery. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category. After all available spaces have been filled in each grade and according to preference category; a waiting list is created by the remaining applications. The waiting list ranks applications for a given grade and preference category. These applicants will be identified by number, grade and preference category. As spaces become available, they will be offered to the waiting list applicants in the order of placement on the waiting list. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. Once these spaces are reserved, admission preference will be granted to applicants in the following manner: 1) 1st preference will be given to returning students in the second or any subsequent year of operation; 2) 2nd preference will be given to siblings of students enrolled in the school (If a parent submits applications for siblings within the enrollment period and one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels); 3) 3rd preference will be for students residing in the NYCDOE student zoned area; 4) 4th preference will be for students in the CSD where our School is located. Additional preferences permitted by state law may be implemented if the school's initial lottery process does not result in a demographic distribution in its student body which meets legal and authorizer requirements that charter schools serve a similar student population as that of local district schools.

F) Community Involvement

The SISDA Charter School believes that it is vitally important to engage students' parents and community members as partners in the students' education. We will utilize the following strategies to enhance parent and community participation in the planning, implementation, and design of the school:

- Communicate positive news about students with their families through phone calls, e-mail, or notes.
- Create an interactive web site with parent and community leaders that can be used by students and their families.
- Include parents in the development and assessment of their child's Pupil Achievement Profile
- Invite families into the School to participate in conferences and workshops.

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- Encourage parents and members of the community to lend their own professional expertise in the school.
- Schedule School events during a variety of work-friendly hours to maximize family participation.
- Institute a monthly school newsletter and calendar including information about community resources and events.
- Encourage family members to volunteer and get involved at the School.
- Invite families to attend special assemblies and student performances.
- Send progress reports to parents regularly (between report cards), keeping them informed of the student's progress.
- Utilize a Community Based Organization and School staff to sponsor activities for families, such as exercise classes, ESL classes, sewing classes, educational games (math game of 24), and computer classes.
- Sponsor an annual "Family Day" with activities, games, food, and refreshments.
- Sponsor an annual school community health fair.
- Encourage parents to participate on a school leadership team.
- Create a family exercise room at the school for parents as well as students to use.
- Create a school environment that is inviting, welcoming, and parent-friendly. Make the actions of all on the staff reflect that students' parents and their families are special and part of our team.
- Implement a transparent system for parents and community leaders to voice their opinions, recommendations, and feedback.

The SISDA Community Based Organization has a nearly 50 year history of successfully forging partnerships with the South Bronx community. Many civic, business, and governmental entities have partnered with SISDA by assisting with after school academic enrichment and tutorial programs, employment assistance, and housing for families. The SISDA Charter School Board and its Lead Applicant, Margarita Smith, have a proven track record of successful of attracting strong collaborative partnerships with other community based organizations, business leaders and local elected officials.

III. FINANCIAL PLAN

A1. Charter School Budget and Cash Flow Template

Explanation and Discussion of Key Budget Assumptions

The SISDA Charter School start-up budget plan, first-year budget and the five-year budget plans are based on sound assumptions; we have laid out plans to operate on a balanced budget (or surplus) within DOE space, or with a responsible fiscal plan in private space.

The School assumes \$13,527 per pupil revenue from the NYC DOE.

The School assumes a start-up grant of \$1228 per student in its first year from the NYC DOE.

The School assumes a special education population reflective of the surrounding area (20%, with approximately 8% of students requiring self-contained classes) and expects to receive corresponding funding to meet the needs of this population.

The School assumes 90% of its students will be eligible for free-and reduced-priced lunch, for Title I revenue purposes.

The School is proposing a budget which can be implemented without the \$600,000 start-up grant.

Expenses

The school has proposed competitive average starting salaries for administrators and instructional staff, conservatively based on the DOE scale for educators with 10 years of experience. Salaries are assumed to grow three percent each year. The School's budgets include all necessary administrative and instructional staff necessary to support the school's comprehensive educational program.

Office Equipment

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The School has budgeted \$7,150 for office equipment and furniture. The School assumes that it will lease a copy machine during the charter. The School will purchase its own fax machine and will purchase a server in the first year of operation. Each administrator will have his/her own computer. The School will purchase two computers per grade for teachers' use (there will be additional classroom computers available for instructional staff use, described later). As the School grows, additional computers will be purchased for each new administrator and additional grade added. The School will budget additional funds each year for further equipment needed to be purchased for administrative needs.

Educational Materials

The School assumes in the first year a \$200 per new pupil cost in texts, and in consumable texts and other consumable curriculum material, plus cost for replacements. The School assumes classroom furniture purchases at \$300 per new pupil in the first year. The School assumes classroom equipment (whiteboards, overhead projectors, PDAs, etc.) purchases at \$200 per new pupil. The School will budget \$15,000 for library materials (books, periodicals, reference material and software) in the first two years and \$25,000 in every year thereafter. The School assumes it will purchase sports equipment and arts and music supplies for each new student at the rate of \$200 per pupil. The School is budgeting \$1000 per new student in the first year for educational software, assessments, and hardware. The School is assuming that there will be four computer workstations in each Core classroom, 25 computers in the library/media center (provided by SISDA) which will be set up so that they can be moved to other classrooms as necessary, four additional instructional computers in the middle school and four additional instructional computers in the high school. It is assumed that each workstation costs \$1,000—a conservative assumption.

Contractual Services

The School is budgeting for substitute teachers in core subject areas at the rate of \$200 per day, assuming the School secures substitutes from Teacher Substitute Agencies (i.e. Temp positions).

Professional Development

The School is budgeting a total of \$157,000 for staff professional development, which includes \$150,000 in salary and benefits for the Teacher Center Leader and \$50 per pupil for other forms of staff development (conferences, training, workshops, etc.)

Utilities

The School is budgeting \$25,000 for phone use and internet service. Given our potential free-and-reduced-lunch rate numbers, we plan to apply for and receive federal E-rate funding, which would reimburse the School for technology and telecommunications capital costs and monthly telecommunications costs, although these reimbursements would not be received for 18 months to 2 years.

Professional Costs

The UFT will provide extensive back-office and professional services to the school over the course of its existence, including but not limited to accounting, salary and budgeting assistance, legal advice, E-Rate and other grant application assistance, payroll vendor discounts, health insurance and other insurance consulting and cooperative purchasing assistance, certification assistance, discount agreements with vendors for furniture, office supplies, and other materials, and access to discounted or free printing services and free meeting space. These services will be provided at an estimated cost of 5% of the school's budget each year; however, all payments will be deferred with no interest or penalty until the school is financially capable of covering these costs. The School is budgeting an additional \$10,000 per year for outside accounting and other services. As per its legal requirements, the School will engage a CPA to conduct an independent audit of the bookkeeping activities of the School, and may also seek professional help in completing the School's Consolidated Title Application and other major public grant applications (State Stimulus Fund, etc), governance training and development, and compliance oversight. The School will also seek pro-bono services in its early years from lawyers, CPAs, and other

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providers of necessary professional services.

CONTINGENCY BUDGET PLANS (ASSUMES NO DOE SPACE IS AVAILABLE)

The School has also developed budget scenarios should no DOE space be available, and has looked into the possibility of renting space from one of the under-enrolled parochial schools in the South Bronx. The following are the assumptions for a non-DOE space:

Expenses

The School will secure a two-year triple net lease from a private landlord (triple net: all utility costs, maintenance costs and real estate taxes are assumed by the tenant) for a 25,000 square foot facility at \$20 per square feet. Annual lease payments: \$500,000. This space will be sufficient space through the end of the second year of the charter, at which point the School will have made arrangements to acquire a larger space in a private building or a DOE building. The budget reflects rent expenses according to the incremental need for space each year. The contingency budget also accounts for additional facilities expenses, including electric, gas, and janitorial supplies. The School would hire a full time and a half time janitor the first year, at \$45,000 annual salary, and increases this to two full time positions the second year and three full time janitors in the fourth year. The School would also hire a full-time and half-time security guard.

FINANCING PLAN: for non DOE space, significant parts have already been discussed for further planning and implementation:

- Board's current capacity to raise private and other outside funds will be expanded.
- We will be seeking Council Members Capital funding, Borough Delegation Funds and make any other Discretionary Funding Requests to the NYC Council (these contacts have already been made).
- We will be seeking State funding through grant funding (State Stimulus Fund) and Legislative asks
- We will seek Tax – exempt Bond financing, Commercial Loans and Nonprofit Loans.

SEE ATTACHMENT 17 - Budget and Cash Flow Template

B) Financial Management

Financial Management Plan: Meeting Financial Management Obligations

The school has prepared policies and procedures including, but not limited to: payroll, purchases, accounting, and audit requirements and cash management. The Board and principal will provide fiscal oversight and the school will contract with an independent certified public accountant (CPA) to comply with all state requirements for auditing and fiscal record-keeping. As noted above, the UFT will provide extensive back-office services to the school over the course of its existence, deferring all payments with no interest or penalty until the school is financially capable of covering these costs.

Budget projections do not assume that the Board will be successful in raising outside sources of funds from private philanthropic sources and as well as public sources in order to operate with a balanced budget during the first three years of operation. However, the Board has set internal goals for private funding for program expansions. The Board recognizes the need to increase its capacity in the area of development in order to be able to attract the necessary amount of outside funds to support the school's program over the first five-year charter term. To date, the Board has not received any commitments from outside sources. We are aware that other charter Schools have been successful in securing grants, including from their borough presidents, Assemblypersons and state senators. We also recognize the need to add people to the School Board and/or build an Advisory Board comprised of people who have the personal ability to provide grant writing support for the School and whose personal and business network offers the school the breadth and depth of connections that will enable the school to raise funds needed to support the school programs. The Board is committed to undertaking the work necessary to ensure that the school opens, grows and develops successfully.

Financial Sustainability and Internal Controls

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The SISDA Charter School will be a well-run organization capable of achieving long-term success, and has the full support of the Board of the long-standing SISDA CBO. As the School's Guarantor, SISDA Inc. has the depth, the breadth, and the support from its Board of Trustees to support SISDA Charter School's financial stability, and has pledged to provide the school with up to \$200,000 in additional funds if necessary to ensure its financial viability during its first charter period. In SISDA's history of 47 years of continuous service to the children, students, and families of the South Bronx, including multiple experiences of working with grants and charitable contributions, the organization has never failed to meet the mandates of the grants it has attained.

Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment, and the school will admit additional students as necessary to ensure continued financial stability.

Financial Compliance

Upon completion of the school's first year of operation and every year after, the school will undergo an independent financial audit that will result in an unqualified opinion without finding any deliberate acts of wrongdoing, reckless conduct or actions which would cause a loss of confidence in the abilities or integrity of the school or seriously jeopardize the continued operation of the School.

Financial Viability

Each year, the School will operate on a balanced budget, where revenues equal or exceed expenditures, and maintain a stable cash flow.

Accounting Practices and Policy: The School shall use the accrual basis accounting method in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities shall be completed using this method.

Procedure: The School shall maintain an accrual basis accounting system in accordance with generally accepted accounting procedures. All financial statements and reports to the IRS and other governmental entities shall be completed by the School and/or an accounting firm selected by the School on an accrual basis, or otherwise in accordance with IRS or other regulations, and shall be submitted to such entities by the charter school.

Annual Financial Report Policy: Financial statements shall be prepared by the Principal, and then reviewed and approved by the School's Board of Trustees.

Procedure: The Principal shall prepare monthly balance sheets and statements of activity. These statements will be prepared in accordance with GAAP, and include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be presented to and reviewed monthly, first by the School's Principal and then by the School Board Treasurer for presentation to the Board of Trustees at each Board meeting.

The SISDA Charter School will have the capacity to provide systems and policies to provide the following:

Tracking Enrollment and Attendance Eligibility Records—The SISDA Charter School will use the NYCDOE's ATS software along with the ATS attendance sheet for attendance to be taken by the end of first period. We will also utilize the ATS section sheet as a back up record of attendance. School personnel will call the parents of absent students on a daily basis. Student attendance records will be maintained using the NYCDOE ATS. Hardcopy attendance records (ATS attendance sheet and ATS section sheet) will be kept in the School's main office and will be stored on disc at the end of each academic year. Student enrollment will also be kept on ATS. The Director of Operations/Finance and the school administrators under the guidance of the principal will coordinate the development of and oversee procedures for orderly management of records. The Board will recommend policies and procedures to the school administration. Attendance will be taken at the beginning of each school day and at the beginning of every period. The daily attendance taking process will inform and conform with school attendance reported monthly to NYCDOE. Each teacher will record the students' presence or absence and

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report all absences and tardy students to the main office.

Eligibility for Free or Reduced Priced Lunch - A Family Application for Free and Reduced Price For School Meals (SD 1041 form) will be provided to parents upon enrollment. The completed form will be reviewed by the Director of Operations/Finance or designee for approval. The SISDA Charter School will maintain each student's SD 1041 form on file for review. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

Data reporting requirements of IDEA and Enrollment of Students Receiving Special Education and/or ESOL Services—In compliance with 34 CFR §300.750, the school will submit an annual report to the NYS Education Department detailing the number of students with disabilities, the nature of each student's disability and each student's educational placement and setting. The school will make available to the district all required data in a timely fashion. The school will also comply with 8 NYCRR §119.3 regarding requirements for the "School Report Card" and information relating to students with disabilities. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted: a) PD-1C/4C - December 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; b) PD-5C - mid-July - Students Exiting Special Education; c) PD-6 - February 1 - Special Education Personnel; d) PD-8 - mid July - Students with Disabilities Suspended for Disciplinary Reasons; and e) SEDCAR-1 - March 1 - ASEP Request for IDEA Sub-allocation. The special education and ESOL staff, in conjunction with the Principal, and Director of Operations/Finance will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities and/or ELL. The reports listed shall be provided to the school district of residence and the State Education Department, as required. For example, special education ELL data required by the Annual School Report Card shall be included as part of the School's Annual Report, which will be provided to the Board of Regents through the NYS Education Department.

C) Facility Location.

The SISDA Charter School does not have a site for the School. The School will request free incubation space from the NYCDOE for five years and ideally will obtain a permanent facility at capacity in an existing DOE public school in the South Bronx, in particular CSD 8 or 12, the districts served by the School's institutional partner, SISDA. If a DOE space is not available, private space within these districts will be obtained.

Descriptions and Use

While the school has not secured a site, the following is a detailed description of the anticipated space needs of the School during its first five-year term. During its first five years, the school will go from serving 143 students in Grade 6 to 625 students in Grades 6-10. Based on an approximate need of 100 square foot per student in the middle and high school-years, the school would need 62,500 square feet by its fifth year of operation. The school has identified the specific room configuration it will require for the first five years of its charter.

Facility Spatial Requirements:

- 6 Classrooms (adding 6 per year until at capacity)
- 2 Science Labs (two additional labs one for the high school in the 4th year)
- 1 Library/Media Room
- Resource Room/SETSS
- ESL Room (adding a second one for the high school in the 4th year)
- 1 Vocal/Orchestral Music Room
- General Administrative Offices – shared
- Dining Room/Cafeteria
- Gym/Auditorium
- 2 Vocational Classrooms (adding 1 per year until at capacity)

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Teacher Center/Conference Room

Cost Estimates

We will seek to secure space in an existing public school. The school assumes it will be able to secure a 25,000 square foot facility to meet the space needs through the second year of operation. The School assumes that its annual cost on a five year lease will be \$20 per square foot triple net.

Availability of DOE space

The school plans to request space for up to five years in an existing DOE facility in the South Bronx. The school recognizes the limitations of this arrangement (sharing common space, endeavoring to build collaborative relationships, possibly modifying the school's growth and enrollment plan; etc.) and is prepared to work around these challenges in order to open its doors in a DOE building. Members of the Board of Trustees have already consulted the DOE's current list of under-utilized space (which will change over the course of the coming year) and reached out to district leaders regarding the possibility of sharing space. Given SISDA's long history of productive relationships with local district schools, the experienced district teachers and union leaders on the Board of Trustees, and the school's commitment to collaboration with district teachers as expressed in its educational model for professional development and required by state law, we anticipate that the co-location approval and implementation process will be a relatively straightforward one.

However, in the event that DOE space in the South Bronx is not available, the planning team is currently discussing alternate facility space options. Board members have begun initial conversations with local parochial school leaders to determine the feasibility of leasing space in current or former parochial school facilities. The Board has also begun the work of addressing items of the financing plan for non-DOE space, such as having discussions with Council and State members, drafting a proposal template, and speaking with developers and lending institutions. We expect to have a lease, in whatever property is most suitable, by February 2012. As noted above, the School's proposed contingency budget assumes annual lease payments of \$500,000 in private space. It is also the intention of the Board to secure a facility that is barrier free so that we may provide students with certain disabilities access to all programs and services.

D) Transportation

The school will not be responsible for providing transportation services to students, except when a student's IEP mandates that yellow school bus transportation must be provided. Special education students often have different eligibility for transportation. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The school students will receive transportation services for which they are eligible under Education Law § 2853(4) (b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parent or guardian. Metro Cards will be provided to students in accordance with NYCDOE regulations and coordinated with the Office of Pupil Transportation. Students are eligible, if they are in grades 3-6 and live at least a mile from the school, or if they are in grades 7-12 and live at least a mile and a half from the school.

E) Food Service

Under *Ed.L. §2851(2)(r)* the School will receive its meals for students through the Office of the School Food and Nutrition Services (OSNFS) of the NYCDOE. All students are eligible for meals provided at the facility. Breakfast and lunch will be served each day that school is in session. Meals will be in compliance with Department of Education regulations. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured. We expect that over 90% of its students will be eligible to receive free and reduced price meals based on their parents' income levels. In order to receive these benefits, parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form).

Budget Assumptions - Guiding the purchase of all goods and services as it pertains to the Food

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Services of the school will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school’s mission, goals, and annual plans.

F) Insurance

The School will consult with the UFT in acquiring all the comprehensive insurance coverage which required for legal operations. At a minimum, the school’s policy will include:

- General liability insurance with \$2 million aggregate coverage and \$1 million coverage for each occurrence
- Umbrella liability insurance with at least \$5 million in coverage
- Directors and officers insurance with at least \$1 million in coverage
- Student accident and medical expense insurance with at least \$1 million in coverage
- Automobile insurance for privately-owned vehicles used for school business
- Property insurance with at least \$250,000 in coverage for leasehold improvements, school furnishings, and equipment
- Disability and Workers Compensation

The anticipated cost of this insurance is included in the school’s budget. The School also shall contribute to the state Unemployment Insurance Fund in accordance with applicable law.

G) Pre-Opening Plan

Pre-Opening Tasks: September 2011 Through August 2012	Start	Completi on	Personnel
Adopt Curriculum, Create and Implement Fundraising Plan	Sep 2011	Apr 2012	Board of Trustees, Musico, Restivo
Establish Hiring Protocols and Identify Positions	Oct 2011	Dec 2011	Restivo
Secure School Facility	Oct 2011	Feb 2012	Board of Trustees, Taveras
Complete Co-location or Lease Agreement	Dec 2011	Feb 2012	Board of Trustees, Corominas, Hickey
Establish Human Resources Recruiting Plan	Dec 2011	Jan 2012	Restivo
Draft and Approve Enrollment, Admission, and Attendance Policies	Dec 2011	Jan 2012	Board of Trustees
Create and Implement Parent Outreach Plan	Dec 2011	Jan 2012	Board of Trustees, Smith
Define Application Policy, Period, Lottery Process	Dec 2011	Jan 2012	Board of Trustees
Ratify School Calendar	Jan 2012	Apr 2012	Board of Trustees
Parent Outreach Period	Jan 2012	Apr 2012	Board of Trustees, Smith, Corominas
Finalize and Adopt Budget	Jan 2012	Apr 2012	Board of Trustees, Hickey, Corominas, Musico
Secure All Insurance	Jan 2012	Apr 2012	Board of Trustees, Hickey
Recruit and Hire School Leadership Team	Jan 2012	Apr 2012	Board of Trustees, Corominas, Steele

Full Application - Simpson Street Development Association (SISDA) Charter School

Schedule and Hold Community Information Sessions and Advertising Campaign	Jan 2012	Mar 2012	Board of Trustees, Smith
Order Supplies, Furniture, Technology	Feb 2012	July 2012	Board of Trustees
Complete Application for School Breakfast and Lunch Services	Feb 2012	May 2012	Board of Trustees
Post Position Ads	Feb 2012	May 2012	Board of Trustees
Establish Salary and Benefits for All Job Titles	Feb 2012		Board of Trustees, Hickey, Vargas, Musico
Review Resumes, set up data base and tracking	Mar 2012	May 2012	School Leadership Team, Restivo
Interview Applicants, including sample lessons	Mar 2012	May 2012	School Leadership Team, Board of Trustees, Delaney
Fingerprinting/Background Checks	Mar 2012	June 2012	Restivo
Establish First Year PD Schedule	Apr 2012		Board of Trustees
Conduct Lottery, Process Enrollment Forms. Dispense health and lunch forms to parents/guardians	Apr 2012		Board of Trustees, School Leadership Team
Set up bank accounts, audit schedule, submit federal forms, establish payroll, accounting and fiscal systems.	Apr 2012		Board of Trustees, Hickey
Establish food service protocol and determine cafeteria access	Apr 2012	August 2012	School Leadership Team
Facility Improvements, Telecommunications set up. Establish Protocols for student information.	Apr 2012	August 2012	Board of Trustees
Initial 6 th Grade Cohort Roster Established. Feeder Schools sent request for records.	May 2012		School Leadership Team
Procurement of IEP's for Special Education Students	May 2012	June 2012	Board of Trustees, Delaney, Austein
School Handbook Finalized and Printed	May 2012	July 2012	Board of Trustees, Steele, Austein, Delaney
School registration, collect lunch forms, health forms, contact information cards	Jun 2012	July 2012	Board of Trustees

Full Application - Simpson Street Development Association (SISDA) Charter School

Organization chart, Staff Handbook and Regulations manual finalized and distributed.	May 2012	July 2012	Delaney
Student Orientation Days Plan Finalized and Held	Jun 2012	July 2012	Board of Trustees, Austein, Delaney
Staff Orientation Week	Aug 27, 2012	August 31, 2012	Delaney, Austein, Steele, School Staff

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School
Margarita Smith	Lead Applicant, Founding Group Member, Proposed Board Member
Sister Thomas, S.C.	Founding Group Member, Proposed Board Member
Carmen Judith Taveras	Proposed Board Member
Jose Vargas	UFT Bronx Borough Representative, Proposed Board Member
John Musico	Proposed Board Member
Robert Restivo	Proposed Board Member
Louis Corominas	Founding Group Member, Proposed Board Member
Frank Steele	Founding Group Member, Proposed Board Member
Stuart Austein	Founding Group Member, Proposed Board Member
Erik Arroyo	Proposed Board Member
Sharon Delaney	Proposed School Employee, Proposed Principal/School Leader

Attachment 2: Certification Statement (ORIGINAL COPY)

Proposed Charter School Name Simpson Street Development Association (SISDA) Charter School

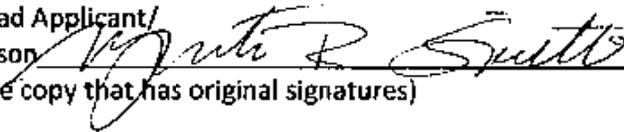
Proposed School Location (District) 12

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/

Authorized Person



Date 03-29-11

(Please label the copy that has original signatures)

Print/Type Name Margarita Smith

Address 537 E 185 Street, Bronx, New York 10455

Daytime Phone: () _____

Email: _____

**Attachment 3 - Sample 6th Grade Schedule
(Middle School Division)
Simpson Street Development Association
(SISDA) Charter School**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Town Hall	8:00 - 8:10	TH	TH	TH	TH	TH
AM Home Room	8:15 - 8:30	AM HR	AM HR	AM HR	AM HR	AM HR
1 st Period	8:33 - 9:18	ELA	Math	Spanish	CTE	ELA
2 nd Period	9:21 - 10:06	PHYS. ED.	ELA	Math	Health	Math
3 rd Period	10:09 - 10:54	Social Studies	Performi Arts	ELA	Math	Social Studies
4 th Period	10:57 - 11:42	CTE	Spanish	PHYS.	ELA	Science
5 th Period	11:45 - 12:30	L	U	N	C	H
6 th Period	12:33 - 1:18	Math	Social Studies	CTE	Spanish	
7 th Period	1:21 - 2:06	Spanish	Health	Performing Arts	Social Studies	
8 th Period	2:09 - 2:54	Science	CTE	Science	Performing Arts	
9 th Period	2:57 - 3:42	Performing Arts	Science	Social Studies	Science	
PM Home Room	3:45 - 3:55	PM HR	PM HR	PM HR	PM HR	

Friday Half Day Dismissal After Period 5, Lunch. Staff Development Friday Afternoons.

45 Minute Periods. 3 Minute Change Intervals

Attachment 3 - Sample 9th Grade Schedule (High School Division) Simpson Street Development Association (SISDA) Charter School

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Town Hall	8:00 - 8:10	TH	TH	TH	TH	TH
AM Home Room	8:15 - 8:30	AM HR				
1 st Period	8:33 - 9:18	Algebra I				
2 nd Period	9:21 - 10:06	Global History & Geography 9				
3 rd Period	10:09 - 10:54	English 9				
4 th Period	10:57 - 11:42	CTE Program Strand 9	CTE Program	CTE Program	CTE Program	Earth Science 9
5 th Period	11:45 - 12:30	L	U	N	C	H
6 th Period	12:33 - 1:18	Earth Science 9	Earth Science 9	Earth Science 9	Earth Science 9	
7 th Period	1:21 - 2:06	Phys. Ed. 9	CTE Elective	Phys. Ed. 9	Earth Science Lab	
8 th Period	2:09 - 2:54	Performing Arts Elective	Performing Arts Elective	Performing Arts	Performing Arts	
9 th Period	2:57 - 3:42	Spanish II	Spanish II	Spanish II	Spanish II	
PM Home Room	3:45 - 3:55	PM HR	PM HR	PM HR	PM HR	

Friday Half Day Dismissal After Period 5, Lunch. Staff Development Friday Afternoons.

45 Minute Periods. 3 Minute Change Intervals

Attachment 4 - Proposed Annual Calendar For First Year of School Simpson Street Secondary Charter School (SISDA)

July 2012

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

August 2012

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

September 2012

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

October 2012

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

November 2012

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

December 2012

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

January 2013

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

February 2013

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

March 2013

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

April 2013

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

May 2013

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

June 2013

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

DAYS COLORED IN BLUE DENOTE SCHOOL DAYS IN SESSION FOR ALL STUDENTS AND STAFF

Monthly Days of Instruction

September 2012 - 14
October 2012 - 22
November 2012 - 18
December 2012 - 15
January 2013 - 21
February 2013 - 16
March 2013 - 16
April 2013 - 20
May 2013 - 22
June 2013 - 17

Key For Corresponding School Calendar

July 2,3,5,6,9,10,11,12,13,16, 2012 - Staff Orientation Days

July 4, 2012 - Independence Day

July 23-27, 2012 - 6th Grade Orientation

Tuesday, September 4th, 2012 - First Day of School

Mon. & Tues. September 17th -18th 2012 - Rosh Hashanah, School Closed

Wednesday, September 26, 2012 - Yom Kippur, School Closed

Monday, October 8, 2012 - Columbus Day, School Closed

Tuesday, November 6, 2012 - Election Day (No School For Students)

Professional

Development Day For School Staff

Monday, November 12, 2012 - Veteran's Day, School Closed

Thurs. & Fri., November 22-23, 2012 - Thanksgiving Recess

December 24, 2012 - January 1, 2013 - Winter Recess

January 21, 2013 - Dr. Martin Luther King Birthday, School Closed

Feb. 18, 2013 - Feb. 22, 2013 - Mid-Winter Recess

March 25, 2013 - April 2, 2013 - Spring Recess

Monday, May 27, 2013 - Memorial Day, School Closed

Thursday, June 6, 2013 - No School For Students, Professional

Development Day For Staff

Wednesday, June 26, 2013 - Last Day of School For Students, Teachers, and selected staff.

Friday, June 28, 2013 - Last Day For selected staff

New York State ELA

&

Math Examinations TBA

Attachment 5 - Corporate By-laws

THE SIMPSON STREET DEVELOPMENT ASSOCIATION (SISDA) CHARTER SCHOOL

Article I: The name of the Education Corporation

The name of the School is The Simpson Street Development Association (SISDA) Charter School (“the School”).

Article II: Membership

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

Article III: Board of Trustees

1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to applicable NYS Education Law and NYS Not-for-Profit Corporation Law, the School’s Charter Certificate, its Charter Agreement and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's oversight responsibility. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in the By-laws, and the following specific powers:
 - a. to elect and remove Trustees;
 - b. to select and remove Trustees, agents and employees of the School and to prescribe powers and duties for them;
 - c. to conduct, manage and control the affairs and activities of the School, including the affairs and activities of a charter school organized in accordance with the Education Law of NYS, to oversee the implementation of the School’s programs and to make rules and regulations;
 - d. to approve the mission statement and policies that guide management and implementation of School's programs;
 - e. to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in promoting the interests of the School;
 - f. to carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may lawfully engage;
 - g. to act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
 - h. to acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property; and
 - i. to borrow money, incur debt, and to execute the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in the By-laws.
2. Number of Trustees. The number of Trustees of the School shall not be fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees by Board resolution or

amendment of the By-laws

3. Election of Trustees. The Board shall elect the Trustees by vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees that are elected to fill vacancies and newly created trusteeships, and they shall hold office until the next annual meeting of the Board or until their successors have been elected and qualified or until death, resignation, or removal. The Board shall elect Trustees whose terms begin on the date of the Annual Meeting during the year they are elected, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
4. Eligibility. The Board may elect as Trustee any person who in its discretion it believes will serve the interests of the School faithfully and effectively, provided that each Trustee of the Board shall be at least 18 years of age. A Trustee need not be a citizen of the United States. In selecting and approving Trustees, the Board will seek individuals whose backgrounds, expertise, and accomplishments support the mission of the School
5. Interested Persons. Not more than 49% of the Trustees serving on the Board may be comprised 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. No more than 40% of the Trustees of the Board will be members of any other single not-for-profit board.
6. Term of Office.
 - a. The Trustees elected are to be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - b. The initial Board of Trustees shall have staggered terms—one class of Trustees will have an initial term of one year; one class of Trustees will have an initial term of two years and one class will have an initial term of three years. Following the initial terms, all Trustees will serve terms of three years, in accordance with 6.c. below.
 - c. The terms of office of the Trustees shall continue for three (3) years, except as described in section 6.b above and 6.d below.
 - d. The term of office of a Trustee elected to fill a vacancy under the By-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - e. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter Agreement, the By-laws, or other action of the Board.
 - f. A Trustee's term of office shall not, by amendment of the Charter Agreement or the By-laws or other Board action, be extended beyond that for which the Trustee was elected.
7. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year. Elections by the Board shall be at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose
8. Removal of Trustees. The Board may remove a Trustee by reason of misconduct, incapacity or neglect of duty in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law. Such removal shall require a majority vote by the Trustees, with the accused Trustee abstaining.

9. Resignation of a Trustee. A Trustee may resign by giving written notice to the Board Chairperson or Secretary. A resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairperson or Secretary shall not be necessary to make it effective, and no resignation shall discharge any accrued obligation or duty of a Trustee.
10. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon the declaration of a vacancy pursuant to the By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
11. Compensation. Trustees shall serve without compensation. The Board may, however, approve reimbursement by the School of a Trustee's actual and necessary expenses while conducting Corporation business.
12. The Principal will *ex officio* be a Trustee, and as such will not be entitled to vote at any meeting of the Board. Upon a determination of the Chairperson or any three Trustees, the Principal may be requested not to attend all or part of any meeting of the Board. The Principal will not be counted as a Trustee in any determination of a quorum, in voting on any matter before the Board or any other count of Trustees for voting or any other purpose.

Article IV: Principal Office

The School's principal office shall be at the following address: 997 East 163rd Street, Bronx, NY; or at such other place as the Board may select by resolution or amendment of the By-laws. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary.

Article V: Meetings of the Board

1. Place of Meetings. Board Meetings shall be held at the School or at any other reasonably convenient place with sufficient space for public attendance which the Board or the Principal may designate.
2. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as may come before the meeting.
3. Regular Meetings. A minimum of ten (10) Regular Meetings shall be held each year on dates determined by the Board.
4. Special Meetings. A Special Meeting will be held at any time called by the Principal or by any two Trustees.
5. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
6. Notices. Notices to Trustees of Board Meetings shall be given as follows:
 - a. Annual Meetings, Regular Meetings, and Special Meetings will be held according to the provisions of §104. Public notice. 1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. 2. Public notice of the time and place of every other meeting shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

- b. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
7. Waiver of Notices. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protest, prior to the meeting or at its commencement, of the lack of notice. The Secretary shall record all such waivers, consents and approvals in the minutes of the meeting.
 8. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
 9. Open Meetings Law. As provided under the NYS Open Meeting Law, every meeting of the Board will be open to the general public, whether or not there is intent to take action.
 10. Meeting Notice. Notice must be given with regard to scheduled meetings. If a meeting is scheduled more than one (1) week in advance, the time and place will be given directly to the parents of the students at the School, to neighborhood news services, and posted in one or more conspicuous places at least seventy-two (72) hours before the meeting. If a meeting is scheduled less than one (1) week in advance, notice of the time and place of the meeting will be given to the parents, to neighborhood news services, and will be posted in one or more conspicuous public places at a reasonable time prior thereto.
 11. Board Minutes. Minutes will be kept of all open meetings of the Board to record and summarize motions, proposals, resolutions and other items voted upon and the vote thereon. Minutes will be kept of any activity in executive session meetings taken by formal vote, which shall consist of a record or summary of the final determination of such action. Minutes taken of open meetings and minutes taken in executive session will be available to the public as required. Minutes taken in open meetings or in executive session need not contain records of sessions not required to be made public.
 12. Executive Sessions. Executive sessions will occur when a motion for executive session is made during an open meeting, identifying the general area for the Executive Session and carried by a majority vote. Executive sessions may be held for:
 - a. Matters that will imperil public safety and if disclosure may reveal the identity of a law enforcement agent or informer;
 - b. Matters that contain information referring to a current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - c. Discussion regarding proposed, pending, or current litigation;
 - d. Matters about the medical, financial, credit, or employment history of a particular person;
 - e. Matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal of a particular person;
 - f. Preparation, grading or administering of examinations;
 - g. Proposed acquisition, sale, or lease of real property or securities when publicity would substantially affect the value thereof;
 - h. Any matter made confidential by the State or federal law.

The appropriation of public funds will not be voted upon in Executive Session.

Article VI: Action by the Board

1. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.
2. Action by the Board. The vote of a majority of the Board present at the time of the vote, if a quorum is then present, shall be the act of the Board.
3. Committees.
 - a. Appointment of Committees. The Board may create Committees of the Board for any purpose,
and the Chairperson may, or failing that, the Board may appoint Trustees to and designate the chairs of such Board Committees. A Board Committee will consist of not fewer than three Trustees, who serve at the pleasure of the Chairperson of the Board, except that any Executive Committee of the Board, if any, will consist of not fewer than five Trustees.
 - b. Standing Committees. The Board shall have three standing committees: the Executive Committee, the Finance Committee and the Education and Accountability Committee.
 - c. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:
 - (1) The election of Trustees;
 - (2) Filling vacancies on the Board or any Board Committee which has the authority of the Board;
 - (3) The amendment or repeal of the By-laws or the adoption of new By-laws; and
 - (4) The appointment of other Board Committees or members of such Board Committees.
 - d. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of a Board Committee are governed by the provisions of the By-laws and the Open Meetings Law with respect to the calling of meetings.
4. Standard of Care.
 - a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in such a position would use under similar circumstances.
 - b. Reliance on Others. In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by: (1) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented; (2) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; and (3) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Charter Agreement or the By-laws, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1 above.
 - c. Investments. In investing and dealing with assets held by the School for investment, the Board shall exercise the standard of care described in Paragraph D.1. above and shall consider among other relevant considerations the long and short term needs of the School in

carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that the delegation is with the degree of care specified in Paragraph D.1. above.

5. Rights of Inspection. Every Trustee may inspect and copy all books, records and documents of every kind and inspect the physical properties of the School. Such inspection will be conducted at a reasonable time after reasonable notice. The Trustees will maintain the confidentiality of the information so obtained and honor any obligations imposed by any applicable federal, state or local law, such as FERPA and the National School Lunch Act.
6. Participation in Discussions and Voting. Every Trustee may participate in the discussion and vote on all issues before the Board or before any Board Committee of which the Trustee is a member, except that a Trustee may be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction as provided herein; (b) a conflict of interest as provided herein; (c) indemnification that is unique to that Trustee.
7. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any executive session of the Board.
8. Presiding at Meetings. Meetings of the Board shall be presided over by the Chairperson of the Board. In the absence of the Secretary, the Chairperson shall appoint a secretary of the meeting.

Article VII: Officers

- A. Officers. The Officers of the School consist of a Chairperson (the "Chairperson"), one or more Vice Chairpersons (each a "Vice Chairperson") and a Secretary (the "Secretary"). The School may have such other officers as the Board deems advisable.
 1. Chairperson. Subject to Board control, the Chairperson has general supervision and oversight of the affairs of the School, and such other powers and duties as the Board may prescribe. The Chairperson will give advice, council and direction to the Principal, who may seek such advice and report to the Chairperson. If present, the Chairperson shall preside at Board meetings and may be referred to as Chair, Chairman or Chairperson of the Board.
 2. Vice Chairperson. If the Chairperson is absent or disabled, a Vice Chairperson shall perform all the Chairperson's duties and, when so acting, shall have all the Chairperson's powers and be subject to the same restrictions. A Vice Chairperson shall have such other powers and perform such other duties as the Board may prescribe.
 3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Charter Agreement and the By-laws, with amendments; (c) give or cause to be given notice of the Board and Board Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.
 4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's funds and other valuables in the School's name and to its credit, with depositories the Board

designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any debt agreement; (g) serve as Chair of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies may be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson.
3. Term of Office. Unless otherwise provided in the resolution of election or appointment, each Officer shall hold office until the next annual election of Officers and until such Officer's successor has been elected and qualified or until such Officer's death, resignation or removal.

C. Removal and Resignation. The Board may remove any Officer from that position, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

Article VIII—Non-liability of Trustees

No Trustee shall be personally liable for the Corporation's debts, liabilities or other obligations.

Article IX: Indemnification of Corporate Agents

A. Indemnification. The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

B. Insurance. The School shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, Officer, employee, or agent of the School, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such.

Article X: Other Provisions

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

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

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School

may be signed by the Chairperson, Vice Chairperson, the Secretary or the Treasurer. Such items for amounts of \$20,000.00 or greater must be signed by two of such persons.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law of New York State shall govern the construction of the By-laws. Without limiting the generality of the foregoing, words in the By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation, trust or other such entity and a natural person. The captions and headings in the By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest and Self-Dealing. Any Trustee, Officer, or member of a Board Committee having an interest in a contract, other transaction or program presented to or discussed by the Board or a Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his interest to the Board or Board Committee prior to its acting thereon. Such disclosure shall include all relevant and material facts known to such person about the contract, transaction or program that may reasonably be construed to be adverse to or in conflict with the School's interest. The Board shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt additional conflict of interest policies requiring: (1) regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and (2) corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she or any sister, brother, ancestor, descendant, spouse, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person is the party (or one of the parties) contracting or dealing with the Corporation, 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.

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 a party and in which one or more Trustees have a material financial interest ("interested Trustee(s)"). The foregoing notwithstanding a transaction which (a) is part of a public or charitable program of the School, (b) approved or authorized by the Board in good faith and without favoritism, and (c) results in a benefit to one or more Trustees or members of their families because they are in a class of persons intended to be benefited by the program, shall not be deemed as self-dealing transaction.

An employee of this charter school shall be an employee of the education corporation formed to operate the charter school; that education corporation shall have sole discretion over the hiring and termination of its employees.

F. Interpretation of Charter. Whenever any provision of the By-laws and any provision of the Charter Agreement are in conflict, the Trustees will take reasonable efforts to resolve such conflict. To the extent that there are any conflicts between the terms of the school's charter agreement and the terms of the partnership agreement, the terms of the charter agreement will control.

Nothing in this agreement shall be construed in anyway to limit the authority of the Board of Regents

including, but not limited to take and enforce action pursuant to Section 2855 of the Education Law.

Article XI: Amendment

A. Charter. The Board of Trustees may amend the Charter, subject to the approval of the Charter Entity, at a meeting of the Board of Trustees, at which a quorum is present, by a vote of three-fourths of the Trustees present, provided that written notice be given to each Trustee at least thirty (30) days prior to such meeting.

B. By-laws. The Board of Trustees may amend or repeal the By-laws at any meeting of the Board of Trustees, at which a quorum is present, by a vote of two-thirds of the Trustees present if written notice of the proposed amendment or repeal is given to each Trustee not less than seven (7) days before the date of such meeting, or by unanimous written consent of the Board.

Article XII: Non-discrimination Policy

The School will undertake and carry on its educational activities without regard to race, age, creed, color, national origin, gender, disability, marital status, sexual orientation or lineage or citizenship status. The School will not discriminate based on any of these characteristics in administering its educational policies, admission policies and other School-administered programs. The School will make its nondiscriminatory policy known, as required by law, to the public school district in which the School is located, by publishing a notice of its nondiscriminatory policy in a newspaper of general circulation or a broadcast medium that serves that district.

Simpson Street Development Association (SISDA) Charter School
Attachment 6—Proposed Code of Ethics

Professional Responsibility to the School

Persons serving on the Board (“Trustees”), officers of the School (“Officers”) and administrators, teachers and other staff members (“Employees”) shall manage and operate the School, conduct the School business and activities and fulfill the School mission exercising independent professional judgment and expertise, and in compliance with the School’s by-laws, charter and mission statement; with applicable NYS law; and with the rules and regulations of other federal, state and local governmental authorities having jurisdiction.

Preservation of Confidences of the School

“Confidence” refers to information regarding the School protected as a privileged communication under applicable law, and to other information gained in the professional relationship which Trustees, Officers and Employees have with the School. A Trustee, Officer and Employee shall not: a) reveal a confidence of the School, except as required in the performance of acts on behalf of the School; b) use a confidence to the disadvantage of the School; or c) use a confidence of the School for personal advantage, or for the advantage of a third person, unless the Board of Trustees consents to such use.

A Trustee, Officer and Employee may reveal: a) confidences when required by law, applicable regulations or court order, after notice to the School; b) the intention of a Trustee, Officer or Employee to commit a crime in the performance of their responsibilities to the School, and the information necessary to prevent the crime; and c) confidences reasonably thought necessary by a Trustee, Officer or Employee to defend himself against an accusation of wrongful misconduct.

Trustees, Officers and Employees shall exercise reasonable care to prevent other Employees, associates, contracted service providers and others from disclosing or using confidences of the School, except when permitted under this policy.

Conflict of Interest

Personal Interests

A Trustee, Officer or Employee must promptly disclose any financial, business, property or other personal interest or relationship which may influence his or her professional judgment in performing his or her duties on behalf of the School.

A Trustee, Officer or Employee shall not continue his or her respective financial, business, property or other interest or association where such interest or association will or reasonably may adversely affect his or her professional judgment on behalf of the School, unless such an interest is permitted by law and the Board consents to the continued relationship after full disclosure by such person. In the event that the Board consents to such continuation, the Trustee, Officer or Employee may be required to recuse him/herself from voting, participating in Board of Trustee meeting discussions or other specific activities, as required by the Board of Trustees. All such disclosures and recusals will be noted in the minutes of Board meetings.

Interested Persons. No member of the Board will be a current Employee of the School. Not more than 49 percent of the Trustees serving on the Board may be comprised 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. No more than 40% of the Trustees of the Board will be members of any other single not-for-profit board.

“Self-Dealing Transactions” The School will not engage in any self-dealing transactions, except as approved by the Board and in compliance with all applicable state law. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more Trustees, Officers or Employees have a material financial 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. The foregoing notwithstanding a transaction which (a) is part of a public or charitable program of the School, (b) is approved or authorized by the Board in good faith and without favoritism, and (c) results in a benefit to one or more Trustees, Officers or Employees, or members of their families because they are in a class of persons intended to be benefited by the program, shall not be deemed a self-dealing

transaction

No Trustee, Officer or Employee of the School may enter into a business transaction with the School if he/she has differing interests and if the School expects the Trustee, Officer or Employee to exercise professional judgment with regard to the transaction for the protection of the School, unless: a) the transaction and terms on which the Trustee, Officer or Employee acquires the interest are fair and reasonable to the School, and are fully disclosed to the Board; b) the School seeks the advice of independent counsel in the transaction; and c) the School, through its Board of Trustees, after full disclosure, consents to the terms of the transaction and thereby resolves the Trustee's, Officer's or Employee's conflict of interest in the transaction.

Any Trustee, Officer or Employee having an interest in a contract, transaction or program presented to or discussed with the School for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the School of his or her interest prior to its acting thereon. Such disclosure shall include all relevant and material facts known to such person about the contract, transaction, or program which might reasonably be construed to be adverse to, or in conflict with, the School's.

No Trustee, Officer or Employee of a for-profit corporation having a business relationship with the School shall serve as a Trustee for the duration of such business relationship, except that this provision shall not apply to; a) persons associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; b) persons 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 the School; c) persons associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or d) other exceptions as permitted by law and approved by the Board.

Influence by Others

Unless approved by the Board, after full disclosure, a Trustee, Officer or Employee shall not accept from a third person anything of value related to his or her duties to the School.

Unless authorized by law, a Trustee, Officer or Employee shall not permit a third person to direct or regulate his or her professional judgment on behalf of the School. Trustees, Officers and Employees 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 School. A Trustee, Officer or Employee shall make appropriate disclosure of all known facts prior to participating in a discussion of these matters, and the Trustee, Officer or Employee will endeavor to resolve any such matter.

School Property

A Trustee, Officer or Employee may not claim or assume that funds or property of the School are his or her own.

Ban on Acceptance of Gifts

Trustees, Officers and Employees the School will be held to the highest standards of professional conduct and ethics. The Trustees, Officers and Employees will not accept gifts of any kind of a value exceeding seventy-five dollars (\$75.00), including but not limited to money, goods, food, entertainment, or services, directly or indirectly from: (a) persons, schools, or companies serving as vendors or potential vendors to the School; (b) elected representatives, government officials or their representatives; and (c) candidates for public office or their representatives. Offers to an Employee of gifts in excess of \$75.00, even when refused, must be communicated by the Employee receiving such an offer to the Principal or a Trustee. Offers to the Principal or a Trustee of gifts in excess of \$75.00, even when refused, must be communicated by the person receiving such an offer to the Board of Trustees.

Other Provisions

Trustees, Officers or Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees, Officers or Employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Erik Arroyo

Bronx, NY 10466

HISTORY OF EXPERIENCE

BANCO POPULAR NORTH AMERICA

June 2008 – Present

ASSISTANT VICE PRESIDENT/BRANCH MANAGER

Manage a retail branch in Manhattan with over \$60mm in deposit balances. Responsible for motivation, supervision and development of Branch staff. Prepare business plans focusing on strategic business opportunities. Worked with community based organizations and participated in community events representing the bank.

ARROYO BUSINESS SERVICES

December 2005 – October 2007

PRESIDENT/OWNER

Provide an array of personalized financial services to the Kingsbridge Heights Community in the Bronx. Services included but not limited to, Income Tax Preparation, Budget and Credit Counseling, Residential & Commercial Mortgage Originations, Auto/Home/Commercial Insurance Sales, Western Union Services. Responsible for increasing client relationship, oversee, coach and train staff to provide exceptional Customer Service.

COUNTRYWIDE HOME LOANS

May 2006 – August 2007

HOME LOAN CONSULTANT

Responsible for the origination and closing of \$2.2mm in Residential Loans. Conduct Home Buyers Seminars and Workshops. Establish a referral base by contacting and visiting Real Estate Businesses, Attorneys, Accountants, and Non-Profit Organizations.

NORTH FORK BANK

April 2002 – May 2006

ASSISTANT VICE-PRESIDENT/BRANCH MANAGER

Managed a high volume retail branch in the Wakefield area of the Bronx with over \$90mm in deposit balances. Responsible for motivation, supervision and development of Branch staff (Customer Service Representatives, Tellers). Prepare business plans focusing on business opportunities. Responsible for branch operations, compliance and control losses and expenses. Worked with community based organizations and participated in community events representing the bank.

BANCO POPULAR NORTH AMERICA

August 1989 – April 2002

ASSISTANT VICE PRESIDENT/MANAGER (July 2001 – April 2002)

Responsible for all aspects of the bank's Consumer Credit products, including pricing, marketing, credit criteria, processing and training for a 44- branch network in New York and New Jersey. Actively participated on a National project team to consolidate and standardize the bank's Consumer Credit product line from 39 products to 9. Member of the bank's National Consumer Credit Pricing Committee, representing the NY and NJ Regions.

BANCO POPULAR NORTH AMERICA (Continued)

ASSISTANT MANAGER (November 1997 – July 2001)

Provide assistance and training both on site and by telephone to branch personnel in all matters related to the Consumer Credit process. Prepare monthly Tracking Reports detailing loan production and variances, approval rates, and insurance penetration, loan balance outstanding updates by Branch and Region.

ASSISTANT BRANCH MANAGER (November 1995 – November 1997)

Management position assisting Branch Manager in the supervision of the daily operations of the branch. Responsible for the increase in sales and promotion of the various programs offered. Responsible for the retaining and growth of depository relationships.

RESIDENTIAL MORTGAGE REPRESENTATIVE (March 1993 – November 1995)

Responsible for the origination/closing of \$1mm a month in new Residential Mortgage Loans. Interview and Pre-qualify applicants in accordance to Fannimae and Bank guidelines. Conduct Home Buyers Seminars and Workshops. Establish a referral base by contacting and visiting Real Estate Businesses, Attorneys, Non-Profit Organizations, and our Regional Branches.

SUPERVISOR (November 1991 – March 1993)

Managed a \$56mm portfolio that increased to \$67mm in new loans within this period. This was a major contribution in helping the Bank obtain its "preferred Lender Status" with the Small Business Administration (SBA). Responsible for the review of credit application and documentation in accordance to SBA guidelines. Preparation of SBA Loan Application Packages.

COLLECTOR (August 1989 – November 1991)

Responsible for the collection efforts of various loan portfolios such as Personal Loans, Auto Loans, Dealer Indirect Furniture Loans, Dealer Indirect Auto Loans. Recognized for assisting in the structuring and implementation of a specialized unit dedicated to all automobile loans in the collections, repossessions/redemptions, auctioning of vehicles.

SOCIAL SECURITY ADMINISTRATION

November 1988 – July 1989

OPERATIONS ANALYST

Origination and follow up of new claims for all types of Social Security benefits. Responsible for keeping an efficient tracking system in place in order to monitor all new and existing claimants, and follow up for appointments and recertification of benefits.

BANCO DE PONCE

November 1987 – November 1988

ACCOUNTING CLERK

Origination of Indirect Auto/Furniture Loan disbursements. Responsible for the reconciliation and maintenance of all Dealer's DDA Reserve Accounts. Prepare and distribute monthly statistical reports to all correspondent Executive parties and Departments throughout the bank.

BANCO REAL S.A.

July 1985 – September 1987

PROCESSING CLERK

Responsibilities included but not limited to, the electronically transferring of funds to different banks within the US and Internationally. Provide management with weekly/monthly reports of all transactions conducted via Clearinghouse Interbank Payment System (ChIPS).

EDUCATION AND TRAINING

EVANDER CHILDS HIGH SCHOOL

September 1983 – June 1987

MAJOR: ACCOUNTING AND WORD PROCESSING

Special Internship Program (Cooperative Education) – This specialized program allows above average students the opportunity to apply all gained knowledge and skills in a work environment.

LATIN AMERICAN BIBLE INSTITUTE

September 1991 – June 1994

MAJOR: CHURCH HISTORY AND THEOLOGY

Ordained as Christian Minister (September 1997)

CERTIFICATIONS AND FORMAL TRAININGS:

BANCO POPULAR NORTH AMERICA

Completed Formal Management Training (March 1996)

GE CAPITAL MORTGAGE CORPORATION

“Analysis of the Self-Employed Borrower” (June 1994)

Beginners, Intermediate, and Advanced Training in:

- Microsoft Word
- Microsoft Excel

Fluently Bi-Lingual (English/Spanish)

Erik Arroyo

Bronx, NY 10466

- **June 2008 – Present**
 - **Banco Popular – Asst Vice President/Branch Manager**
- **Sept. 2003 – Present**
 - **Christ In You Ministries, Inc. - Senior Pastor**
811 Trinity Ave, Bronx, NY 10456
Non-Denominational Christian church in the South Bronx.

Career History

- **December 2005 – October 2007**
 - **Arroyo Business Services – President/CEO**
Offering personal financial services such as: Residential Mortgages, Income Tax Preparations, Budget & Credit Counseling, Credit Restoration
- **May 2006 – August 2007**
 - **Countrywide Home Loans – Home Loan Consultant**
- **April 2002 – May 2006**
 - **North Fork Bank (Now CapitalOne Bank) – Asst VP/Branch Mgr**
- **August 1989 – April 2002**
 - **Banco Popular North America**

Positions held:

- **Asst Vice Pres/Consumer Loans Manager NY/NJ**
- **Asst. Manager/ Consumer Loans NY/NJ**
- **Asst. Branch Manager – Southern Blvd., Bronx, NY**
- **Residential Mortgage Representative**
- **Indirect Financing Supervisor, Consumer Loans, NY**
- **Installment Loans Collector**

- November 1988 – July 1989
 - **Social Security Administration – Operations Analyst**
- November 1987 – November 1988
 - **Banco De Ponce – Accounting Clerk**
- July 1985 – September 1987
 - **Banco Real S.A. – International Accounts Investigator**

Stuart Austein

Merrick, New York 11566

PROFESSIONAL EXPERIENCE

08/07- Present **Bronx Alternate Learning Center** Bronx, NY
Serve as the Guidance Counselor for students in grades 6-8 on Superintendent's Suspension, and support staff, and families of students at the Bronx Alternate Learning Center.
Serve as a citywide Coordinator of Positive Behavior Intervention Supports (PBIS) and Life Space Crisis Intervention (LSCI)
Provide PBIS and LSCI services for our students
Coach of professional development for staff in PBIS and LSCI.
Implement PBIS and LSCI programs which data showed behavioral incidents dropping 900% in one year, and attendance increasing 25% during the same period.
Provide mandated counseling to Special Education students, as well as crisis counseling for all students, high school articulation, and parent referrals to community based programs and health care facilities.

09/03-06/07 **Community School District Eight, I.S. 174** Bronx, NY
Guidance Counselor.
Provided crisis counseling, career and vocation counseling, and high articulation to students in grades 5-8.
Served as the Director of the Pupil Personnel Committee.
Prepared OORS and SOHO reports for disciplinary actions, youth development, and data analysis. Represented the school at Superintendent Suspension Hearings.

09/98-06/03 **Community School District Eight, Fresh Start Program** Bronx, NY
Teacher.
Taught mathematics and science to 5-8 students in self contained middle school suspension program initiative program for CSD 8.
Provided life skills and advisory lessons and units for the students.
Conducted counseling sessions as part of internship hours for graduate program.
Assisted in the creation and revising of policy and procedures for Fresh Start Program with District 8 Pupil Personnel Director and staff.

CERTIFICATION

New York State Permanent Certification, March 2007.

New York State Permanent Certification, Teaching, Pre-K -12 Sept. 2003.

EDUCATION

C.W. Post, Long Island University
NY

Brookville,

Master of Science in School Counseling, December 2003.

Queens College
NY

Flushing,

Master of Science in Education, June 1999.

Advanced Certificate in Education, June 1998

SUNY College at Old Westbury
NY

Old Westbury,

Bachelor of Science in Business and Finance, Dec. 1992.

PROFESSIONAL RECOGNITION

New York City Department of Education, Guidance Counselor Recognition Award
2009-2010 School Year.

REFERENCES

Superintendent Anthony Orzo
Edward Gardella
Alan Cohen

(917) 861- 5376
(718) 538-0290
(347) 835-2768

Louis R. Corominas

Bethlehem, PA 18018

EMPLOYMENT EXPERIENCE

9/07 – Present Principal Consultant

9/90-9/07 The Rafael Hernandez Intermediate Academies/I.S. 116/I.S. 217,
Region 2, Bronx, N.Y.

Principal

10/97-4/98 Community School 44, District Twelve, Bronx, N.Y.

Supervising Principal- Selected by the Superintendent to resolve a crisis situation at the school, while maintaining the role of Principal at

The Rafael Hernandez Intermediate Academies/ I.S. 116, District Twelve,
Bronx, N.Y.

9/96-6/99 Community School District Twelve, Bronx, N.Y.

Supervisor of Latch Key after School Programs- Administration and
Supervision of program at nineteen school sites.

- 9/95-6/96** Community School District Twelve, Bronx, N.Y.
Supervisor of Title I Extended Day Programs- Administration and Supervision of program at various school sites.
- 10/91-1/92** I.S. 167/Currently I.S. 200, District Twelve, Bronx, N.Y.
Supervising Principal- Selected by the Superintendent to resolve a crisis situation at the school and to train a newly selected Principal.
- 8/90-9/90** Community School District Twelve, Bronx, N.Y.
Special Assistant to the Superintendent- Assisted in the transition for the new district Superintendent.
- 9/85-6/90** C.S. 77, Community School District Twelve, Bronx, N.Y.
Assistant Principal.
- 9/76-6/85** C.S. 77, Community School District Twelve, Bronx, N.Y.
Bilingual Education Teacher, Grades Five and Six.
- 9/75-10/76** C.S. 129, Community School District Twelve, Bronx, N.Y.
Teacher, Grade Four.

10/73-7/75 P.S. 122, Community School District Thirty, Queens, N.Y.

Educational Associate (Paraprofessional) - Assisted teachers in remedial reading and English as a Second Language.

EDUCATION

September 1984 Advanced Graduate Certificate in Administration and Supervision City University of New York, The City College

June 1981 Master of Science in Education
City University of New York, The City College

June 1973 Bachelor of Arts
City University of New York, Hunter College

June 1971 Associate In Arts
City University of New York, Borough of Manhattan Community College

LICENSES AND CERTIFICATES

University of the State of New York, The State Education Department.

Certification areas:

School District Administrator

School Administrator/Supervisor

Teacher, Nursery, Kindergarten and Grades 1-6

The City School District of New York

License areas:

Principal of Junior High Schools and Intermediate Schools

Principal of Elementary Schools

Assistant Principal of Elementary, Intermediate and Junior High Schools

Teacher of Bilingual Common Branches (Spanish) in the Day Elementary Schools

AWARDS

September 2007 Received the highest ratings in the Quality Review (Outstanding) and Progress Report (A) in the first years these ratings were established. Received four performance bonus awards for 2006 and 2007 school years

September 13, 2007 Outstanding Educator Award-Presented by UNITAS a Community Based Organization serving The South Bronx, NYC

1995-1996 **New York City Principals of the Year**- Award presented by Rudolph Giuliani, Mayor and Donald Singer, President Council of Supervisors and Administrators.

October 20, 1994 Recognized by the Simpson Street Development Association

(SISDA), a community based organization serving the South Bronx of New York City.

REFERENCES

Available upon request.

John P. Musico

I served in the NYC Department of Education for 36 years from 1967 -2003. During my tenure with the DOE, I served as a teacher for six years, an Assistant Principal for four years, a Principal for fifteen years, and Deputy Superintendent for four years and Superintendent for seven years including being named Senior Superintendent of Schools in 2002.

As Senior Superintendent, I supervised the training of newly appointed superintendents and reviewed and approved all district education budgets to ensure the effective use of all monies to further academic goals. I co-chaired the DOE's negotiation team for education issues for the UFT and CSA contractual negotiations.

As the DOE's Superintendent for Middle School Reform and Superintendent for Promotion Policy, I structured and implemented NYC's middle school reform initiative which mandated increased incorporation of reading and math skills in all subject areas. I Implemented and monitored the DOE's reformed promotion policy, placing greater emphasis on student performance and school attendance,

As Deputy and Superintendent of CSD 14, I implemented standards based instruction district wide and implemented new reading and math learning strategies for middle schools including block programming, cooperative learning strategies, cross curricular approaches, reading laboratories and increased the use of technology in the classroom. I expanded the role of CBOs into mainstream student instruction including in-school, after school and weekend programs. I was honored by then Chancellor Crew as one of the Superintendents of the year for the 1998- 1999 school year.

As Principal of PS110K, I implemented reading and math programs which culminated in the highest reading and math achievement levels ever achieved by students attending PS 110K to that date. I expanded the use of remedial and gifted programs allowing students more time on task to allow a greater number of students to maximize their educational potential.

Since retiring, I have served as a consultant with the Grow Network / Mc Graw Hill (2003-2005) and have currently established my own consulting company.

ROBERT RESTIVO

EDUCATION

9/78 – 1/80 Queens College Queens, NY
Graduate Program

- Completed 42 credit requirements for the Graduate Program in the Urban Administration Department of Queens College.

2/74 -1/80 Queens College Queens, NY
B.A. Political Science/Urban Studies

EMPLOYMENT

THE NEW YORK CITY DEPARTMENT OF EDUCATION

7/09-Present

Administrative Education Analyst G-6

Human Resource Director

Under the direction of the Network Leader, provide one on one support and guidance to the 29 schools principals and CFN staff regarding the alignment of human resources to student achievement and instruction. Provide Centrally disseminated operational knowledge to the schools and provide professional development to each school as needed. Serve as Cluster 2 HR liaison to DSS and central leadership.

4/05 –6/09

Administrative Education Analyst, L-8

Deputy Personnel Manager/Director Region 5

Under the direction of the ISC Business Director, as Deputy , I provide support and guidance to five Human Resource Partners and four Payroll Support Officers serving Queens schools. In addition, I serve as liaison to OPENHIRE, SUBCENTRAL and serve as the coordinator for the (Queens) Summer Program. I provide support to Principals, Network Leaders, School Business Managers, Community Superintendents and ISC Directors in the areas of labor relations and compliance to DOE policy and procedures. Finally, I have also assumed the role as HR Deputy for D75 City-wide Programs. Supervising a HR Partner and two Payroll Support Officers who provide support to the 62 schools and programs which operates under City-wide Programs.

7/03 – 4/05

Administrative Education Analyst, L-6

Deputy to the Personnel Manager Region 5

Under the direction of the Personnel Manager, working with a team assigned to a cohort of schools, provided staff recruitment and selection support by screening and referring teachers, guidance counselors, paraprofessionals and school aids recruited by the region or referred by the Division of Human Resources. Also, served as a DHR Saturday Academy and Summer Program Liaison. In the absence of the Personnel Manager, responsible for the Region 4//5 Personnel Office.

7/99 – 6/03

Administrative Education Analyst, L-6

Executive Assistant to Superintendent, CSD # 23

As Executive Assistant, served as confidant to the Superintendent in the area of labor relations. Responsible for the recruitment, licensing, assignment and payroll of supervisory, pedagogical, administrative and school support personnel. Served as Superintendent's representative on the C-30 Supervisory Selection Committees. Provided staff development to school administrators in the areas of annual performance review and human resource issues.

8/93 – 7/99

Administrative Education Analyst, L-4

Personnel Director, Citywide Programs, D. 75

Responsible for the recruitment and assignment of approximately 11,000 employees, including supervisory pedagogical, pedagogical, paraprofessional and administrative personnel. Designed and implemented recruitment programs to meet the diversified needs of a low incidence population. Responsible for the supervision and administration of all labor relation activities.

11/90 – 8/93

Administrative Education Analyst, L-4

Personnel Director, CSD # 17

6/89 -10/90

Associate Education Analyst, Personnel Director, CSD # 28

Responsible for the recruitment, selection, assignment and payroll of all supervisory, pedagogical, administrative, per diem, per session and consultant personnel. Served as Superintendent's Representative on the 30R Selection Committee. Represented the Community Superintendent in all labor relation activities.

9/87 – 6/89

*Associate Education Analyst,
Division of High Schools/Office of Student Progress*

Assisted the Director of Personnel in formulating and implementing policies in a number of areas pertaining to effective personnel administration. Responsible for the coordination, administration and supervision of the AIDP Management Support Unit.

6/85 – 9/87

Associate Education Analyst, Office of Staffing Service

As Regional Personnel Office for the Brooklyn West Region, responsible for all personnel actions relating to the special education instructional clinical and supervisory staff for Community District 13, 14, 15, 16, 17 and 20.

2/81 – 6/85

Associate Education Analyst, Office of Education

Assisted the Project Coordinator in research, planning, development and operation of the twenty-five Community Education Resource Center Project sites. Served as Personnel and Budget Officer. Responsible for all personnel actions concerning central office and field staff. Monitor and audit all purchase orders, requisitions, journal entries and budget modifications; monitor and audit the use of school space.

8/79 – 2/81

Educational Analyst. Office of CETA Administration

Supervisor of CETA Control Unit. Maintained and insured the accuracy of all data concerning CETA participants. Responsible for the maintenance of the CETA Data Base System. Represented the Board at Inter-Personnel Grievance hearings and at PRP hiring hearings. Acted as liaison between CETA, Non-Competitive and Administrative Payroll Units.

Margarita Rosa Smith

I have served the South Bronx Community for the last 46 years, beginning in 1965, as a Youth Counselor for the Simpson Street Development Association, Inc. (SISDA). We are a community based organization that serves the children and families of the South Bronx through educational, employment, housing, and anti-poverty programs. In my current position as Executive Director, I have developed and implemented several key programs. I am the Founder of all Youth Employment Programs for SISDA. I have developed and implemented a Department of Employment and Youth Bureau Programs within our organization. These programs include In-School, Out-School, Summer Youth Employment, Consolidated Youth Employment Program, and the After School Program. Our educational initiatives have been successfully implemented in our CSD 12 schools. Our Arts Program at I.S. 217 was instrumental in the school receiving an Award of Excellence from the NYCDOE. The after school, in- school and Saturday programs have become a fixture in the CSD 12 community.

In addition to developing and implementing programs, I serve as fiscal and budgeting administrator within our organization. Currently, I am responsible for the management of a budget of over two million dollars. As Executive Director, I have reorganized administrative and financial procedures at SISDA. I oversee the preparation, negotiation, and monitoring of contracts with many agencies in both the private and public sectors. I coordinate staff training, supervise fiscal management and auditing procedures, as well as many other administrative duties. I have extensive experience in writing and developing grant applications which have been successful in generating operating revenue for SISDA.

I have also served as Administrative Director of the Summer Youth Employment Program at SISDA. I provided staff supervision of the program, developed work sites for our youths, negotiated contracts and developed, implemented, and managed budgets. I have experience pre-monitoring work sites which ensured safe, fulfilling, and enriching experiences for our participants. I reviewed all programmatic and monitoring reports. I served as the liaison between our Department of Employment and Project Sponsor. I coordinated the application process. I developed, initiated, and implemented staff and work-site supervisors training. I coordinated our participants registration process in conjunction with the Department of Employment. I was responsible for the management of recruitment and hiring of all summer staff. I managed the process of the entire programmatic final close-out.

As SISDA Youth Director, I was responsible for the proper functioning of the entire youth component of the organization. I supervised the After-School Program activities which consisted of homework assistance, individual counseling, family counseling, and

cultural enrichment programs. I planned and coordinated Summer Camp activity schedules for approximately 100 to 125 participants. I successfully developed a competitive and comprehensive sports program consisting of Little League, Junior Baseball League, volleyball teams, cheerleaders, and award presentations. In addition, I have conducted group and individual counseling, provided labor market information, and maintained a direct dialogue as Liaison with the New York City Department of Parks and Recreation, as well as Community Board 2. This enabled SISDA to possess the ability to ensure bus service for the day camp. Furthermore, I have maintained complete and accurate case records for our individuals who received our services.

As Community Organizer, I was responsible for assisting our clients with multifaceted issues and concerns regarding public assistance, Social Security, and housing. I provided individual and family counseling to our clients. I developed our first After-School Program with the support of teachers, volunteers, and parents at P.S. 20. I served as a liaison between parents and teachers. In addition, I played an instrumental role in the community control of school guidelines. I was responsible for the record keeping of 42 buildings that were organized and managed by SISDA. I implemented a program that provided prospective tenants with orientation and organization. I served as a liaison between tenants and landlords. I assisted in the development of the Maria Estella Houses with other community based organizations, particularly, the South East Bronx Community Organization (SEBCO). I played a crucial and dynamic role in the relocation of tenants prior to and during the construction of the Maria Estella Housing site, and eventually the placement of tenants at the site when construction was completed.

I possess bilingual skills that serve as an invaluable skill in providing all of our clients in the South Bronx community with vital services. I am also a Certified Tax Preparer (VITA). In addition, I am a certified Notary Public.

I hold membership and affiliations with several prominent civic and cultural organizations. Among these groups are, Community Board 2, Community Council for the NYPD 41st Precinct, The Bronx Council of the Arts, the Coalition for the Homeless, the Wildlife Conservation Society, and the American Museum of Natural History.

Frank Steele

Malba, New York 11357

PROFESSIONAL

08/09- Present **Bronx Alternate Learning Center** Bronx, NY
School Leader

- Supervised teachers and the students in grades 6-8, including Special Education & ELL students, on Superintendent's Suspension at the Bronx Alternate Learning Center.
- Collaborated with teachers on setting personalized student learning goals based on review of student progress, which facilitated the differentiation of instruction.
- Delivered professional development on Life Space Crisis Intervention and oversaw the implementation of the program, which facilitated a 92% reduction to 7 incidents.
- Developed professional development plans individualized for each teacher based upon informal & formal teacher observations and class performance data.

10/08-07/09 **Community School District Eight, I.S. 174** Bronx, NY
Assistant Principal

- Supervised teachers and students in grades 5-8, including Special Education & ELL students
- Utilized A.R.I.S. to collaboratively plan individualized student learning goals during team meetings, to assess if established benchmarks were met, and to hold staff accountable for student progress.
- Conducted observations & used these assessments to design an individualized professional development plan for every eighth grade teacher.

08/04-10/08 **Community School District Twelve, I.S. 217** Bronx, NY
Assistant Principal

- Supervised the approximately 300 students in grades 5-8, including Special Education & ELL students, as the director of an academy called The Success Express.
- Directed the lead teachers from each academy in the analysis of data and student progress.
- Chaired the school's Inquiry Team.
- Collaboratively used data-driven decision making to plan & implement individualized professional development for the teachers.
- Oversaw teachers' construction of curriculum maps based on predictives & individualized student learning goals that contributed to our school ranking 3rd in Mathematics Performance throughout Region 2.
- Implemented the 100 Book Challenge and Soar to Success book series to achieve the 58th greatest reduction in ELA level ones out of the 1200 schools in the N.Y.C. D.O.E..
- Supervised academic progress of the English Language Learner population by monitoring individual student growth and setting appropriate learning goals.

- Coordinated daily learning goals and events between the principal and the leaders of all four of the school's Learning Community leaders.
- Supervised the academic remedial and enrichment programs offered through an extended day program that was administered jointly with the Simpson Street Development Association. Facilitated the coordination of resources, the sharing and analyzing of data, and the joint design of an educational plan between school staff and the SISDA instructional team. This collaboration earned I.S. 217 a Well Developed Quality Review rating and an A on its School Progress Report.
- Instituted daily, morning school-wide "town hall" meetings with students and teachers where the day's events and learning goals for classes were addressed, and which contributed to the school being rated one of the top-ten, safest middle schools in the city by the Office of School Youth & Development.
- Supervised the Chancellor's Saturday Test Preparation Program, whose instructors crafted & monitored individualized learning plans with strong collaboration from the student's ELA & math teachers who shared portfolios & work folders.
- Supervised the Summer Success Academy that achieved recognition as an outstanding learning center from the chancellor's survey conducted by the Rand group.

09/03-08/04

Region Eight, Alternative Education Program

Brooklyn, NY

Director

- Supervised teachers and students, including Special Education & ELL students, on Superintendent's Suspension in an Alternative Learning Center. Reduced incidents by 80% over the course of one year using innovative educational practices to meet the individual needs of each student and behavioral intervention plans that established goals collaboratively designed by the teachers and students.
- Collaborated with the teachers to design a portfolio-based, alternative assessment program that enabled students to work with their teachers to set their own short- and long-term educational goals.
- Established daily advisory periods where behavioral improvement strategies were discussed and implemented.

09/99-08/03

Chancellor's School District Eighty-Five, M.S. 158

Bronx, NY

Assistant Principal

- Supervised approximately 800 students in grades 5-8, including Special Education & ELL students.
- Oversaw the Summer Success Academy that led 45% of the students to pass the Summer N.Y.C. D.O.E. ELA Test and 42% of the students to pass the N.Y.C. D.O.E. Math Test. Additionally, 15 students passed the summer school program via the alternative means of achieving at least a level 2 on their assessment portfolios.
- Directed the Saturday Academy Program where I led the students toward maintaining 65% attendance by using innovative strategies such as recreational, talent, and performing arts classes combined with individual and group guidance sessions.
- Implemented curriculum development and planning utilizing "Understanding by Design."

- Personalized professional development sessions by crafting Individual Professional Development Plans for each newly hired teacher. These Individual Professional Development Plans were based on the performance data of the teacher's students, the results of formal and informal observations of teacher performance, and on self-assessments performed by the teachers.
- Administered and supervised the Extended Day Program.
- Established test sophistication by training staff, purchasing test preparation materials, and developing pacing calendars.
- Coordinated state standardized test administration where 120 students each had a 504 test modification.
- Scheduled school program and daily teacher absences.
- Chaired Pre-Referral Intervention Committee, establishing a close working relationship with St. Barnabas Hospital.
- Supervised School Aides.

02/77-08/99

Community School District Fourteen, J.H.S. 33

Brooklyn, NY

Dean

- Served as Dean of school for 400-450 students.
- Served as a Teacher Mentor.
- Served as Reading Coordinator for Title I.
- Acted as United Federation of Teachers chapter leader for five elected terms.
- Taught physical education.
- Supervised the recreation segment of the Continuing Education program at three different Evening Community Centers.

PROFESSIONAL & INSTRUCTIONAL EXPERIENCE

12/01-12/07

Mercy College

Dobbs Ferry, NY

Adjunct Instructor, Graduate & Undergraduate Education Departments.

11/01-06/06

Touro College

Manhattan, NY

Adjunct Instructor, Graduate Education Department.

01/02-06/04

College of Saint Rose

Albany, NY

Adjunct Instructor, Graduate Education Department.

CERTIFICATION

New York State Permanent School District Administrator, Sept. 2006.

New York State Permanent School Business Administrator, Sept. 2006.

New York State Permanent School Administrator and Supervisor, Feb. 2006.

EDUCATION

College of Saint Rose, Leadership Institute

Certificate in Administration and Supervision, June 1999.

Albany, NY

Long Island University

Master of Science in Education, June 1978.

Brooklyn, NY

Queens College, CUNY

Bachelor of Arts in Political Science, Feb. 1977.

Queens, NY

REFERENCES

N.Y.C. D.O.E. Superintendent Anthony Orzo

(917) 861-5376

N.Y.C. D.O.E. Principal Blanche Jimenez

(718) 276-0836

N.Y.C. D.O.E. Principal Edward Gardella

(917) 207-8950

N.Y.C. D.O.E. Principal Joseph F. Belesi

(516) 984-2805

CARMEN JUDITH TAVERAS

I have served in the New York City Public Schools for over 20 years as an active participant in the assurance of quality education for the children of the Bronx. My passion and commitment to the children and families of the Bronx has been realized through my participation in the many roles and offices I have held.

In 1995, I personally became involved in lobbying for support from then Mayor Rudy Giuliani for major building improvements at PS 77 in CSD 12. PS 77 had fallen into horrendous disrepair. The school needed new bathrooms, painting, plumbing, windows, lighting fixtures, and general updating in order to provide the students of the school a safe, comfortable, and conducive learning environment. Through my efforts with Mayor Giuliani, I was able to secure all the necessary repairs, improvements, and updating I had worked to obtain. The school is thriving today due in part to the revitalization plan I facilitated back in 1995.

I currently serve as the Bronx Borough President's Representative to the CSD 12's Community Education Council, after being re-nominated by Bronx Borough President, Ruben Diaz Jr. in 2009. My first nomination as the Bronx Borough President's Representative was in 2002 by Alfonzo Carrion. I also currently serve as the Community Planning Board's Chairperson of Education.

I was born in Puerto Rico, as Carmen Judith Velasquez. I attended two years of college in Puerto Rico, and later worked as a Human Resources Manager for the Puerto Rican government. Education is my life's passion. I believe I was destined to serve the children of the South Bronx who desperately need quality educational opportunities. My tenure as a PTA President, Community Board President, board member of the CSD 12, and later on as its President, and having the support and backing of a mayor and two Bronx Borough Presidents has validated my work and commitment to my children of the Bronx. My personal credo is; Nothing is more important than child's safety and education. I truly believe that my work over the last 20 years speaks for itself.

TRUDE COLLINS
(SISTER THOMAS S.C.)

BRONX, NEW YORK 10459

EDUCATION:

- 1960 Mount Saint Vincent
M.A. - Major: Education/Child Psychology
- 1959 B.A. - Major: Education/History
- 1961 Catholic University of Ponce; Puerto Rico
Certificate - Culture and Language of the Puerto
Rican Family
- 1960 Certified Teacher in State of New York

WORK EXPERIENCE:

- 1972 - Present Simpson Street Development Association, Inc.
997 East 163rd Street
Bronx, N.Y. 10459

ADMINISTRATOR: Multi-Service Center

- Over-see all Fiscal and Programmatic Operations
- Maintains liaisons with governmental, private and social service agencies
- Provides over-all direction, coordination and evaluation of all program components
- Reports periodically to Board of Directors and Private Sector Advisory Board on progress of all programmatic functions

PROGRAM DIRECTOR: Youth Employment Program 1982 - 1987

- Over-all responsibility for implementation and coordination of all programmatic functions
- Serves as liaison between the agency and prospective employers
- Acts as a liaison with Dept. of Employment to insure that all policies and procedures are strictly adhered to

**TRUDE COLLINS
PAGE 3
RESUME**

ST. ATHANASIUS SCHOOL: CON'T

1962 - 1968 830 Southern Boulevard
 Bronx, N.Y. 10459

Primary Grade Teacher - 5th and 7th grade students

ASCENSION SCHOOL:

Primary Grade Teacher - 1st and 3rd grade students

MEMBERSHIP / AFFILIATION:

Community Planning Board #2 - Past Chairper/
Present Executive Committee Member

"SEBCO" - South East Bronx Community
Organization Board, Board Member

N.C.E.A. National Catholic Education Assoc.

Center for Community Affairs

N.Y.C. Youth Coalition D.O.E.

Bronx Council of the Arts

South Bronx Human Development organization,
Chairperson

Health and Human Services, CB#2 Chairperson

José M. Vargas

Experience / Union

9/06 - Present United Federation of Teachers Bronx, NY

Bronx Borough Representative

- Union Representative for Bronx Schools
- Responsible for managing the staff, training new chapter leaders, developing training for paraprofessionals, enforcing the collective bargaining agreement, school visits, political activities within the borough and community outreach.

9/02 – 8/06 United Federation of Teachers Bronx, NY

District 12 Representative

- Union Representative for 48 schools
- Responsibilities included, development of school leaders, contract enforcement, union representation, educational issues, paraprofessional training.

9/00 – 8/02 United Federation of Teachers Bronx, NY

District 85 Regional Representative

- Union Representative for the Chancellors District
- Responsibilities included, development of school leaders, contract enforcement, union representation, educational issues, paraprofessional training.

9/97 – 8/00 UFT Teacher Center Bronx, NY

Educational Liaison

- Involved in all aspects of curriculum development, training for paraprofessional, provided mandated ESL training, coordinated the new teacher development district project and assisted members with state guidelines on licensing and certification.

Experience / Teaching

9/02 – 8/06 Community School 211 Bronx, NY

Teacher / Cluster / Mentor

- Cluster teacher providing service to the early childhood program
- Mentored new teachers

José M. Vargas

11/87 - 8/97 Community School 198 Bronx, NY

Teacher

- Early childhood classroom teacher
- Taught theatre arts program.

9/83 – 8/86 Blessed Sacrament School Bronx, NY

Teacher

- Middle school Social Studies teacher

Education

Cornell University

- Advance Certificate in Labor Studies
August 199

City College of New York

- Masters in Special Education
June 1987

Touro College

- Bachelor of Science
June 1985

Professional Affiliations

American Cancer Society / Bronx Advisory Board Member

New York State United Teachers / Board of Directors

The Working Theater / Board of Directors

LCLAA / National Board of Directors

AFT National Latino Caucus / President

Bronx, New York, 10462 •

José M. Vargas

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Margarita Rosa Smith, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

03-29 -11
Date

I, Sister Thomas -SC, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

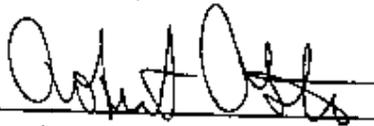

Signature

03-29 -11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Robert Restivo (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

3/17/2011

Date

I, FRANK STEELE (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

3/17/2011

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, John P. Musico, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature John P. Musico Date 3/22/11

I, Carmen Judith Taveras, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature Carmen Judith Taveras Date 3-29-11

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, JOSE M. VARGAS, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature

Date

3 | 30 | 11

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Erik Arroyo
(Include preferred honorific.)

Daytime Telephone: _

Home Mailing Address: _

Bronx, New York 10466

Personal E-Mail/Fax:

Business Address:__ _____

New York, NY 10025

Business E-Mail/Fax:

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Board Member, Co-Chairman of the Finance Subcommittee

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

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask

that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume.***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to

serve as a member of its board. Please explain why you wish to serve on the board.

I am an acquaintance of Lead Applicant, Margarita Smith, and she approached me regarding the opportunity to sit on the charter school's Board of Trustees. The Board of Trustees will give me the opportunity to apply my professional experience and expertise for the benefit of the charter school board, the school, and the children of the South Bronx.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). ***This does not apply to me.***

In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***I have been employed in the banking industry for over 20 year in various capacities. For nearly ten years, I have served in various banking institutions as an Assistant Vice President in several departments. My knowledge and skills in banking as well as the corporate world have given me keen insight into the ever changing and advancing technology field. In my current position as Assistant Vice President at Banco Popular, I use the latest state of the art business system technology that helps the bank stay on top of it's game, and offer quality service to it's customers. My***

experience in bank management as well as my hands on experience in the use of technology gives me knowledge and insight as to the needs of the banking industry. One of the consistent needs is the obtaining and application of advancing technology. I do know that this experience will enable me to bring the current needs of the business and banking industry to the SISDA Charter School Board of Trustees. This information undoubtedly will assist the board in the overseeing and maintaining of CTE strands of technology that must always remain relevant and maintain a state of the art CTE instructional program in terms of design and instruction. In addition, my capacity as a banking executive, has given me extensive background in financing for real estate, and industry standard accounting practices. Furthermore, I have acquired professional experience collaborating on contracts with realtors and real estate developers in regards to the buying, leasing, and financing of real property. These contacts will enable me to secure the best advice for leasing and/or purchasing of real property.

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **No.**

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal

offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of another prospective board member, however my spouse and my family members do not.***

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

The prospective board member is Lead Applicant, Margarita Smith.

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

I / we do not know any such persons. If yes, please indicate the precise nature of your relationship here:

I / we do not know any such persons.

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

business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

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

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

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

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

school's board.

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***As a long time executive in the banking industry, I am fully aware of the importance of ethical practices within an organizational structure. Any functional board must rely on it's individuals to maintain the ethical and moral commitment to work for the benefit of the people they serve. For this reason, it would be my moral and ethical responsibility to disclose any unethical or legal conflicts of interest or wrongdoing on the part of any board member to the entire Board of Trustees, and to bring this matter to the attention of our Legal Counsel.***

Educational Philosophy

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

The mission of the SISDA Charter School is to play a major role in the preparation of young people in the South Bronx for a life of prosperity and vocational success. The charter schools mission is to apply all of the ambitious points of Article 56 on NYS Education Law to the design and application of the school. The SISDA Charter School's philosophy will be to offer a

quality education in all subject areas, while simultaneously giving the students the knowledge and tools they will need to succeed in vocational employment areas, or post secondary education.

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

The educational program of the SISDA Charter School is one that is academically sound. The students will receive a well rounded program of academics, along with a wide variation of CTE Technology strands or majors, if you will. The program is unique because it offers the flexibility of learning a viable trade leading to gainful employment as a certified professional in a variety of fields and industries. By the same token, a student is not required to necessarily commit to only a vocational program. He or she has the option of pursuing post secondary education. As a prospective board member, I am excited about the possibilities that exist for our young people in our South Bronx Community. The choices that are available to our prospective students is what I feel will make our school an extremely attractive option.

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

successful.

Simply put, a successful charter school must offer at the very least, a sound, quality education in all phases of the operation. Beyond this, a successful charter school must offer the children and the families a school that goes above and beyond anything they've ever seen before in public education. The SISDA Charter School has created a plan that addresses a multitude of needs for the children of the South Bronx Community. The school will feature experienced teachers who are among the best in the city. Our academic programs will have components that will meet the needs of every student's level. Students with disabilities and/or those who are only first learning English will have an environment that will not only address their specific needs, but give them the opportunity to learn skills that will make them vocationally viable once they graduate from the school. In order for the SISDA Charter School to remain successful, the schools must never stray from it's mission. The school can never be willing to compromise the quality of the programs, nor the pursuit of excellence.

Other

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

The role of a public charter school member is one that comes with great honor and responsibility. A charter school board member must have the strength and fortitude to

make decisions that benefit the students and the community, even when it may conflict with personal beliefs. A board member must always remember that he or she is there to serve the students, the families, and the community. Finally, the board member must possess the ability to analyze data, listen to the needs of the students and parents, and imput from the staff who work day to day in the school. A charter school board member must be able to commit to all of these responsibilities.

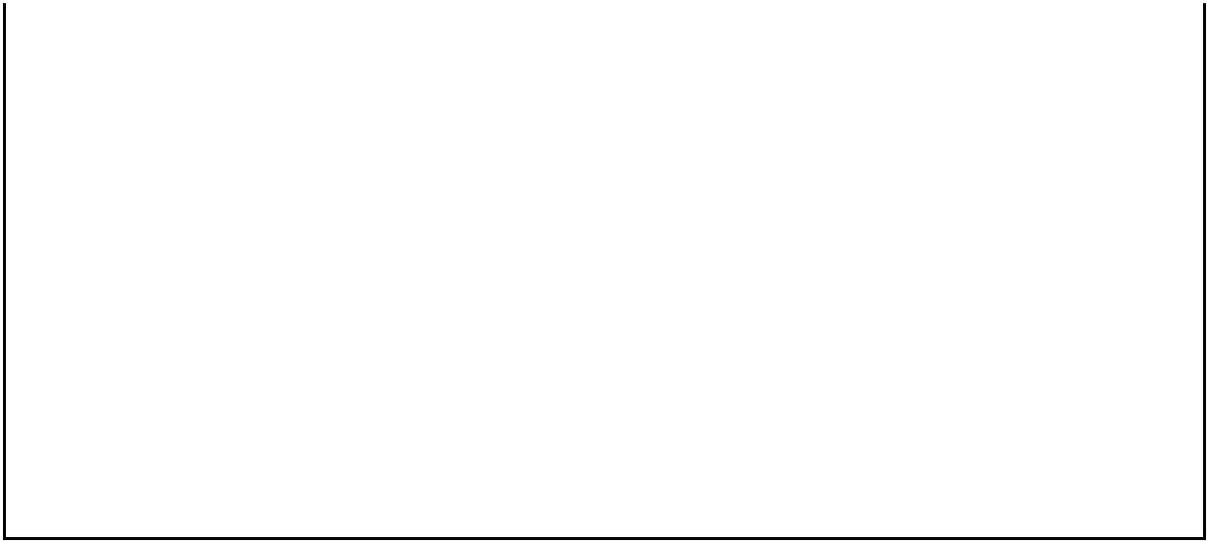
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

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

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

In addition to serving in various capacities as a bank executive, I have been an ordained minister for nearly fifteen years. Currently, I serve as Senior Pastor at the Christ In You Ministries, Inc., a non-denominational Christian church in the South Bronx. As an ordained pastor, and the Senior Pastor in my church, I have gained a sense of the spirit that exists within the people of the South Bronx. I have seen first hand the frustration, the angst, and despair of the people as it pertains to unemployment, poverty, and

destitution. Tragically, our children have been lost to the streets, gangs, and drugs. As a board, our overwhelming consensus of philosophy will be the premise that education is the best anti-poverty weapon. My position as a Senior Pastor helps me take the emotional and spiritual temperature of the South Bronx community. This experience paired with my lengthy career as banking executive, will enable me to bring some intangible points to the SISDA Charter School's Board of Trustees.



Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Stuart Austein
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

Merrick, New York 11566

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Recording Secretary Board of Trustees, Chairman of CTE Program Subcommittee

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume.***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and

understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. ***I am one of several founding group members, and as such, I have been closely involved with the planning and application.***

Please explain why you wish to serve on the board.

It has been my pleasure to serve the South Bronx educational community for all 13 years of my career with Department of Education. During this time, I have seen the dire need for a high quality education for the children of the South Bronx. Serving on the board will enable me to directly assist in creating the finest CTE, college and career path school in the nation. My professional expertise in guidance and youth development is uniquely intrinsic to the visions and goals of our charter school, and will help guide the school in those critical areas.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***As a veteran guidance counselor who has worked in the South Bronx my entire career, I feel that I bring many intangibles to the role of board member for the charter school. Addressing Article 56, Section 2850, subsection (b), I have extensive experience working with at-risk students who are in danger of failure and dropping out. In my current position as Guidance Counselor of an Alternate Learning Center for students***

suspended by the Superintendent, I am the coordinator of Positive Behavior Intervention and Support (PBIS), and Life Space Crisis Intervention (LSCI). These programs have had a tremendous impact on my students in a positive way. The data supports the success of these initiatives. The number of serious incident dropped in a one year period from 86 to 6. The Alternate Learning Center's attendance saw an increase from an average of 51% to 77% over the same period of time. This can clearly be attributed to PBIS and LSCI initiatives that were successfully implemented over this period of time. I have no doubt that my membership of the board will facilitate initiatives such as PBIS and LSCI in our charter school. These programs will unquestionably enhance the positive climate and culture of the SISDA Charter School. As a board member, I will ensure the facilitation and implementation of staff development for all charter school staff in PBIS and LSCI. This initiative will entail the certification of all personnel. This will undoubtedly enhance and further the school's mission, as well as the positive behavior, culture, and climate. My position on the board will serve to support many of the key points of Article 56 as it pertains to youth development and serving the at-risk student population.

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

This does not apply to me. ***This does not apply to me.***

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

Your response to question six may also include any relevant written information that

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not.***

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

The prospective board members are professional colleagues.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective***

charter school employee, however my spouse and my family members do not.

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

The prospective charter school employee is a professional colleague.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

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

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

any interest indicated, please provide a detailed description.

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

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

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

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

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

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics are the moral compass***

that will guide me through my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel.

Educational Philosophy

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

The mission and philosophy of The SISDA Charter School is to offer students and the opportunity to learn and prepare for their future in highly specialized vocations and professions. The school will steadfastly provide the state of the art tools, technology, and instruction to meet and exceed the demands of a competitive world. Our mission for each student from the day they begin until they graduate, will be to offer a nurturing and inviting environment which will enhance their experience.

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

The educational program at The SISDA Charter School will offer students the students options in a career/college aligned path. Students will have specific individualized plans for achievement beginning in the 6th grade. A highly rigorous academic program will be enhanced and augmented by an enriching CTE and/or professional career education program. Our educational program will provide all of our students with skills and knowledge needed for vocational career entry, and/or college.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the

charter school will need to take to ensure that this charter school is and remains successful.

Upon final approval of the charter, it is essential that a highly detailed pre-opening plan be implemented in order to serve as a blueprint for the planning year prior to our opening. Secondly, our board in conjunction with the UFT, our partner organization, will utilize our collective professional expertise in planning for operational, instructional, budgetary, staffing, and logistical entities. We then will apply a detailed and aggressive plan of outreach to our target community through fliers, mailings, emails, and fairs, visiting PTA's and feeder schools. It is essential that we reach out to Special Needs and ESL students and their families, with informational literature. We will provide interpreters to help non-English speaking students and families become familiar with our school. Materials will be printed in the respective native languages. It is also crucial that we convey to the community that our school will provide programs not only for our students, but their families, which involves literacy education, recreational programs, and support services. Furthermore, it is imperative that the board facilitate the recruitment, hiring, and retention of highly qualified teachers and staff. It is crucial that each and every prospective staff member share the mission and vision of The SISDA Charter School. Professional Development will be a critical element of our school. Our staff will participate in weekly workshops and team meeting sessions designed to enhance each person's expertise. The concept of teaming will be intrinsic to the educational culture of The SISDA Charter School. Staff will share data, portfolio information, and the promotion of literacy across the curriculum. An important element of this principle is that the teacher of math is a teacher of literacy. Literacy will be highly promoted across all content areas. The 90/90/90 schools approach will be applied to our school to promote the concepts of the team approach in regards to all facets of the school.

Other

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

A public charter school board member is charged with a very critical task. The board member is part of a body that will set in motion the opportunity to provide the very best educational experiences a child can have. In the South Bronx community of CSD's 8 and 12, many of our students desperately need a close knit, nurturing learning community. A board member can be instrumental in helping to provide ways and means for these students with the hiring of wonderful educators, procuring tools, instructional materials, and equipment, and the setting of policies designed to promote success of the school, and the community at large. A board member works with the board as a whole, and takes the place of a local superintendent.

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

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

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

Throughout my career, I have acquired an enormous amount of empathy for my students and families of the South Bronx. This is something they don't teach in a university education program. You amass this by putting your heart and soul into the children you serve. As the years of my guidance career go by, I have discovered a sixth sense within me. Specifically, I have my finger on the pulse of what our students desperately need, what they desperately want, and what the parents/guardians require. Poverty and disenfranchisement is a sad and central theme in the South Bronx. As generations go by,

the cycle of poverty continues. Failing schools remain the only option available to the students. However, as a Board Member, I intend to utilize my experience, knowledge, skills, and human capacity for understanding to help facilitate the creation and development of the best CTE and college aligned secondary school in this country. My experience working in the NYCDOE for 13 years has provided me with the knowledge of what works, what does not work, and what can work if something is implemented and applied correctly and pragmatically. I feel privileged to be serving on a board with colleagues who share the same vision as I do, possess a plethora of individual talents, and a desire to serve the children and families of the South Bronx. Collectively, I do not know of a better or more impassioned group of individuals.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Louis Corominas
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address: _____ Bethlehem, PA.
18018

Fax/Email:

Business Address: _____ Bethlehem, PA. 18018

Business Email/Fax:

Charter School Name: Simpson Street Development Association, Inc. (SISDA)
Charter School

Charter School Address: 997 E. 163rd St. Bronx, NY 10459

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

Board Member, Chairman of the Special Education/ESL Subcommittee

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

expenditure of public monies directed to the charter school.

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached **See Attached Resume.**

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.**

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **Yes, I affirm I have read Article 56.**

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am part of the planning team.**

Please explain why you wish to serve on the board. **I have been working within the field of education for approximately 37 years. I served as a middle school principal in the Bronx for 17 years. SISDA is a CBO which provided services to the school community during those years. I believe I have a responsibility to give back to the community of the South Bronx. Article 56 of the NYS Education Law Section 2850 Subsection (b) indicates the importance of educating the at-risk student population. My professional and personal convictions are as such, that I will work tirelessly to ensure that this provision is maintained by our charter school board. As a Principal of a school that is located in the heart of the CSD that the SISDA Charter School will be located, I am proud of my record of accomplishments, especially the collaboration that IS 217 had with the SISDA CBO. That being said, there is much more of a limit in regards to what you can accomplish within the parameters of a public middle school in the NYCDOE. However, when you are part of a team of accomplished educators on a Board of Trustees, the sky is the limit in terms of what can be accomplished in a secondary charter school that will focus on a CTE program that will prepare our students for highly skilled professional careers in the limitless world of**

technology. I view my opportunity to serve on the board as a pathway to bringing the spirit of the Article 56 components to a concrete, tangible reality. The SISDA Charter School will provide the youth of the South Bronx an avenue in which to travel educationally to places they've never been to.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. Yes. (Include description here): ***I served as a member of the founding team of the Dr.Richard Izquierdo Health & Science Charter School. I served on their board until December of last year. I spent approximately 34 years in the NYC school system where I served as a teacher, A.P. and then 17 years as principal of a middle school in the South Bronx. I currently work as a consultant to a charter school program in the Bronx. My experience for over half my life as an educator in the South Bronx has left an indelible impression on me not only as a school administrator, but as a person who is sensitive to the dire needs of the children and families of the South Bronx. My experience, knowledge, and acumen will help the SISDA Charter School Board of Trustees make decisions that are based on sound educational practices, as well as groundbreaking innovative ideas and concepts that will make the school renowned not only for the quality of education, but for the unique qualities than cannot be found anywhere else in New York City.***

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

This does not apply to me. No.

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

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good

| character; and any letters of support from friends, family, co-workers, employers, etc. |

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

This does not apply to me. No.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: ***Mr. Frank Steele was my Assistant Principal. Ms. Judy Taveras is on the District 12 CEC. The school where I was principal is located in District 12. Ms. Margarita Smith and Sister Thomas are with SISDA which provided services to the community within the school where I was principal. Mr. Jose Vargas was district 12 UFT chapter chairperson during some of the years I was principal. Mr. Stu Austein collaborated on the charter proposal with me and other planning team members.***

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

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

If yes, please indicate the precise nature of your relationship here: ***Ms. Sharon Delaney was a principal in the former Region 2. I was also a principal in Region 2. Ms. Delaney is the proposed principal for the school.***

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

No

If yes, please describe the nature of the contract or business and, if applicable, the

relationship of the person to the corporation, business or entity involved:

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

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

I / we do not know any such persons.

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

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

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

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

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

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

I / we do not anticipate conducting any such business.

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

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

partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. ***This does not apply to me, my spouse or other family members.***

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
None.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I would bring this to the attention of our Legal Counsel.***

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. ***The SISDA Charter School will create a school environment that will include a rigorous academic program, combined with professional and vocational instruction designed to prepare our students to compete and achieve in a 21st century global economy. As a member of the Board of Trustees, one of the singular concepts I believe, is the fact that technology is always changing. It does not stay stagnant. What is considered cutting edge technology in our hands, our homes, and our offices, is in actuality, obsolete. The reason behind this is the fact that technology is always evolving in classrooms, labs, workstations, etc. Our school's mission is to provide a solid academic foundation that will give our students the tools and knowledge to pursue quality post-secondary education, or career opportunities in industries of technology that involve the cutting edge change that is seen on an everyday basis.***

18. Please explain your understanding of the educational program of the charter school.
Career, Vocational, and Technical Education classes will include a hands-on application of career, technical, and vocational concepts aligned with the courses students will be taking in mathematics, science and the humanities. This alignment will ensure that a clear focus is maintained on career outcomes and the practical application of the knowledge students develop in academic subjects. Students will receive quality instruction in all the core curriculum subjects, as well as instruction in areas such as Physical Education/Health, and the various performing arts. The high level of academic instruction will compliment the CTE technology strands, so that our students will be prepared for college and/or employment in top

companies.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. ***A successful school will provide students with the assets they require to achieve above proficiency levels and provide students with the social-emotional supports required to succeed at the school and in the future. The board will need to engage in data analysis to assess student progress and will implement an annual strategic planning process, through data analysis, for continuous school improvement. The objective of a successful charter school is not only to provide a sound academic environment that merely meets academic standards. It's objective is also to offer a unique environment to students that they will not find elsewhere. Those qualities include a caring, nurturing school culture and climate, supportive academic programs for gifted students as well as for students who require remediation, and a vocational program that serves as a first class career training center. This philosophy speaks directly to the spirit and elements of Article 56, which promotes alternative opportunities.***

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A board member should collaborate on setting policies to accomplish the school mission. In order to do this the board member along with other board members should be involved in data driven decision making along with other members of the school community. A board member also must be sensitive to the needs of the students and the families, and must be open minded to issues of concern they bring. Each Board of Trustees member should be able to bring their talents, experience, and ability to the table in the effort to make the board stronger than the sum of it's parts.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm. ***I affirm that I have read and understand the charter school application, and the charter school board's by-laws and all proposed policies.***
22. Please provide any other information that you feel is pertinent to the Department's review.
I have had extensive experience in meeting accountability standards at the city and state

level (having received multiple A ratings on district progress reports) and in mentoring school leaders in high-poverty schools and the administrative staff of three charter schools which are co-located in the district schools I led. This experience has provided me with the requisite skills and knowledge required to develop and implement crucial instructional and operational plans as a charter school board member. My knowledge, experience, and influence will help to ensure that accountability standards will be met consistently. As a founding group member as well as sitting on the Founding Board of Trustees, I will have the unique opportunity to assist my fellow board member in molding a charter school from the ground up. The wonderful thing about the SISDA Charter School is that we will be combining many of the best concepts and qualities of successful charter and public schools across the nations, with our own unique and innovative concepts, that I emphatically feel will catapult the charter school into never before seen territory.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. John P. Musico
(Include preferred honorific.)

Daytime Phone Number: Daytime Telephone: _____

Home Mailing Address:

Staten Island, New York 10312

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Board Member, Chairman of the Curriculum Subcommittee

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was aware of the intention of close friends and colleagues to file an application for a charter school. Having worked with and supervised some of the planning board members, I knew of their commitment and dedication to improve the educational alternatives for the children and families of the South Bronx community.*

Please explain why you wish to serve on the board.

I am a retired 36 year veteran of the New York City Public School System. I was a teacher, assistant principal, principal, superintendent, and supervising superintendent. As supervising superintendent, I was responsible for the the improvement of secondary schools. Because of this area of expertise, I found it compelling to become involved with my former colleagues and friends who are working on chartering a secondary school in the South Bronx, an area where there is 90% of students and families living in poverty as established by the Federal School Lunch Guidelines. As Supervising Superintendent, I was part of the original plan welcoming the charter school movement to the New York City Public School System. I am quite familiar with Educational Law Article 56 and keenly aware of the role the local school district plays in supporting and incubating the charter school. In addition, one of the initiatives of Article 56, speaks to innovation in the schools. As a city wide Superintendent of Middle School reform, one of my main objectives was facilitating the direct implementation of innovation that would bring about the positive and change and revitalization of the middle school concept. I will be able to guide the board through developing a plan to support and share out best practices with low performing schools in the district in which the SISDA Charter School is located. As Supervising Superintendent, I represented management in the negotiation of a contract for the United Federation of Teachers, and the Council of Supervisors and Administrators. I am a strong proponent of community involvement and participation in the running of a school. Having acquired much experience, I feel committed to an alternative to the students and families who will

now have a quality alternative education.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***Having had experience negotiating contracts, supervising principals, working with federal, state, and city initiatives throughout my entire career, I feel particularly suited to serve the board and govern the school. As Superintendent, I worked with over 32 Parent Teacher Associations, and Parent Associations, and understand the need and benefit of establishing and supporting a strong working Parent/Parent Teacher Association. As a Principal, I was keenly aware of how important it is to plan for an efficient opening of a school year. I bring these skill sets to promote these concepts. I envision the Board as a surrogate entity that would function similarly to a district office. As a principal and superintendent, I was responsible for the school budget, and the budgets for all the schools under my supervision as a superintendent, respectively. From this experience, I will be able to make key budgetary decisions based on student data. This experience qualifies me as a board member to adhere to Article 56 of the New York State Education Law, Section 2851, subsection (e), which states, A proposed budget and fiscal plan for the school, including supporting evidence that the fiscal plan is sound and that sufficient start-up funds will be available to the charter school.***

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

This does not apply to me. ***This does not apply to me.***

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

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not.***

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

The prospective board members are professional colleagues.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective charter school employee, however my spouse and my family members do not.*** If yes,

please indicate the precise nature of your relationship here: ***The prospective charter school employee is a professional colleague. She is the proposed school principal.***

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

please describe any such relationship.

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

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

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

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

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

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

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

school's board.

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics is the moral compass that will guide me through my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel, and reporting such concerns to proper authorities.***

Educational Philosophy

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

The mission and philosophy of the charter school's mission is to offer a high quality alternative to the failing schools in the community. We will offer students the opportunity to develop job and career readiness skills through an innovative and cutting edge CTE secondary school. These students will have choices available to them through a college or career aligned track. The skills that our students will acquire will enable them to compete in a highly demanding workforce. Naturally, our students will graduate with Regent Diplomas, CTE Diplomas, and Advanced Regents Diplomas.

18. Please explain your understanding of the educational program of the charter school. ***The educational program of the SISDA Charter School will offer parents and students the opportunity to experience a wider array of programs that will serve the intrinsic needs and interests of the students. Our school will provide the golden***

opportunity for students to prepare for job readiness through our CTE and academic programs, leading to vocational licensing in a skilled trade, and/or college preparedness. Our school will adhere to the spirit of Article 56 subsection (f), which indicates that the school will hold itself accountable based on performance on students assessment, and setting the bar high in exceeding benchmarks through measurable data.

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

The charter school will challenge our students through a rigorous academic and CTE program using differentiated instruction and portfolio based assessment, teacher assessment, predictive, and interim assessment. School faculty will modify the curriculum and curriculum maps based above referenced results. Professional development of staff will be based on the principle espoused in the 90/90/90 research. Much emphasis will be placed on data analysis using the Bernhard Book of Effective School Data Analysis. Professional development time will be set aside on Friday afternoons, and it's effectiveness will be measured by formal and informal teacher observations, feedback from teachers, and student achievement. All information pertaining to student achievement data analysis will be reviewed by the board at its meetings.

Other

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

As a board member serving with my fellow colleagues on the board, the role I would be undertaking is that of responsibility and authority for policy, operational, and educational decisions of the charter school. As a board member, I acknowledge that I possess the authority to delegate tasks and initiatives to charter school employees, which involve carrying out the wishes and initiatives of the Board of Trustees. I acknowledge the monumental responsibility that is bestowed upon me, and I realize the vital importance of lending my professional expertise and experience in determining the final decisions of the board as it pertains to school policy.

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

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

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

Having spent my entire career in areas where over 90% of the students live in poverty, I have kept sense of appreciation in the belief that quality education through academic and CTE courses is the best anti-poverty program available. It is my firm belief that implementing the SISDA Charter School's mission will give the students and families of the South Bronx the best hope for breaking the cycle of poverty.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Robert Restivo
(Include preferred honorific.)

Daytime Telephone: .

Home Mailing Address:

Middle Village, New York 11379

Personal E-Mail/Fax: rrestiv@schools.nyc.gov

Business Address: _____

Business E-Mail/Fax: same as above

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

To which charter school board position and/or office are you asking to be appointed?

(e.g., parent representative, vice-president, Finance subcommittee, etc.):

Board Member, Chairman of the Human Resources Subcommittee

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. ***Having worked in the early 1980's in District 12, I was assigned to supervise continuing education programs in that district. During my tenure in this position, I became aware of the great work done the SISDA Community Based Organization for the families of the South Bronx. Coincidentally, 30 years later, a college friend, Frank Steele told me of his ambition to be part of the SISDA Charter School Planning Team. I advised him on matters concerning my expertise. I was approached to join the board to help govern the school using the skills I acquired over 30 years in the New York City Public School System, Department of Human Resources. I also know John Musico, another prospective board member, who is a mutual friend of ours. Knowing this, I was intrigued and excited about joining a dynamic Board of Trustees such as this one.***

Please explain why you wish to serve on the board.

Knowing firsthand from my experience as a Deputy Human Resources Director, the difficult task it is to staff a new school, in particular dealing with the myriad of issues ranging from interviewing to licensing to hiring. Our policy in hiring of pedagogues in particular will address the education, testing, and licensing of all staff relating to these initiatives. Our charter school recognizes that at least 70 percent of our pedagogical personnel must be certified, according to Article 56 of New York State Education Law. However, our own objective is to achieve a 100% certification compliance. My over thirty years of experience in the area of human resources for the NYCDOE has provided me with invaluable experience and know how to help the board ensure that these task are carried out. I will also be able to contribute to the process of evaluating and rating of all administrators and teachers. In the event a discontinuance of service is necessary for any staff member, I will facilitate policy and procedures that will enable this process to be carried out. I will collaborate with our Legal Counsel while keeping the entire board of trustees informed.

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

During my entire career, I have had to work with Special Education and ELL Teachers in hard to staff Title One areas. Over the course of my career, I have cultivated relationships with teaching colleges, therefore I have access to newly minted teachers. Additionally, I have amassed a network of veteran educators who have retired or are near retirement and may seek employment in a charter school. Furthermore, there may be teachers who want to leave the NYCDOE to work in a charter school for the two year window of opportunity, in order to give them the option of staying or returning to service after those two years. Lastly, I have worked for many years with the teachers who have graduated from the Teach For America Program, to which I am closely aligned.

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

This does not apply to me. ***This does not apply to me.***

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal

offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members.***

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

The prospective board members are professional colleagues, and I have met them at

either planning team meetings, or Board of Trustee meetings. In addition, my spouse knows Frank Steele, a longtime colleague and fellow prospective board member.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective charter school employee, however my spouse and my family members do not.*** If yes, please indicate the precise nature of your relationship here: ***The prospective charter school employee is a professional colleague who I met during our planning team sessions and Board of Trustee meetings. She is the proposed charter school principal.***

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

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

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

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

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

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

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

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

school's board.

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics are the guidelines I am duty bound to follow in regards to my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel.***

Educational Philosophy

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

During the time I've become acquainted and knowledgeable about the SISDA Charter School, I have wholeheartedly internalized the mission of this school. This came about as the result of participating in Planning Team and Board of Trustee meetings. I embrace the concept of the charter school's mission to establish a dynamic Career Technical/Vocational Educational program, coupled with an academic eye towards college readiness in professional careers. I personally have no doubt that our board's planning and vision will ultimately succeed in realizing the school's mission which invariably will assist families in the South Bronx community have a high quality alternative educational choice as opposed to the failing local school options.



18. Please explain your understanding of the educational program of the charter school. *The SISDA Secondary Charter School is a CTE and college preparatory school. It is my area of expertise to place highly qualified, licensed teachers in appropriate content areas. My experience in the hiring of teachers, and the recommendations of hiring to principals will enable me to provide the best teaching prospects possible. Research and my own personal experience prove that just as it's important to have a licensed teacher, it is even more crucial that we hire caring, nurturing, dedicated, and committed teachers. This will ultimately support the educational program of the school. Since this school is a secondary Grade Six through twelve school, I am keenly aware of the licensing issues of a high school, and the need to fill the teaching positions with the highest quality teacher possible.*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Primarily, the charter school must follow the rules of governance of the Board of Trustees. It is of immense importance that the teachers are involved in collaboration with

administration on an ongoing basis to increase student performance. Having sat through too many 3020-a hearings, I am keenly aware of what must not take place in a school. The common factor in all disciplinary hearings is failure to follow policy and procedures of a school. I firmly believe that when the staff handbook is distributed, it is incumbent upon all to follow the guidelines of the staff policy handbook. Administration must do formal and informal observations and be certain that the recommendations made to improve teacher performance are followed through. Any failure on the part of the teacher to follow the recommendations of the supervisor, need to be immediately addressed. On the same hand, the Board of Trustees must hold the principal accountable for following up on the recommendations made on formal and informal observations. Administration must have individual professional development plans to guide the teacher into evolving into the highest order thinking teacher possible. The same holds true for the professional development of the staff, when the administration must determine that the professional development plan is being followed by the teachers. It is also critically important that administration surveys the teachers needs for professional development, and addresses these needs with a professional development plan. Teachers must dedicate themselves towards working collaboratively with their colleagues and administration. On Fridays, the staff will have a half day of instruction, with the afternoon set aside for common planning and data analysis. Administration and teachers together must demonstrate a willingness to make necessary adjustments in the curriculum and curriculum maps based on data analysis to increase student performance as measured by predictive, interim assessments, student work, portfolio assessment, and standardized test score results. Successful schools plan out their entire school year. The SISDA Secondary Charter School is a well planned, well staffed, and well organized charter school. This is the mantra I will hold myself accountable to in regards to the entire board.

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

board member.

A public charter school board member defines the policies, procedures, and budgetary issues of the school it serves. This is a highly honored and esteemed position. When the board decides on a course of action, it is the board's responsibility to see to it that it is carried out. The board member must be certain to follow all aspects of the Charter School Article 56 Governance Law. The board member must work collaboratively with the other board members to allow for the smooth operation of the school. A board member must be willing to work with the parents and their concerns, responding to parents in writing, with the majority of the board approval. Board members must hold the principal and teachers accountable for the implementation of policy and procedures, student performance, collaboration with parents, and the providing of a safe, orderly, nurturing learning environment. Board members must possess the capacity to analyze data to make certain that the mission of the school is being adhered to. The interpretation of data by the board member and the rest of the board, will enable necessary changes as would be indicated.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I affirm that I have read and understand the charter school application, and the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

From my working experience and the skills I have honed, I will be able to find and sign the best possible teachers at hiring halls. In addition, I oversee the committee that conducts the C-37 process for hiring of Superintendents, and the C-30 process for hiring of Principals and

Assistant Principals. A major task is ensuring that Community Superintendent candidates possess a New York State School District Administrator certificate, or equivalent certification granted by the State Education Department, as well as meeting all required educational, managerial and administrative qualifications, and performance record criteria. The same holds true of my job duties in the C-30 process of the hiring of Principals and Assistant Principals. This process also involves ensuring that all principal and assistant principal candidates must meet all required educational, managerial, and administrative qualifications. These job tasks that I do are a skill set that will enable the SISDA Secondary Charter School to avail themselves to the best possible teaching and administrative talent available.



Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ms. Margarita Smith
(Include preferred honorific.)

Daytime Telephone: _ _ _ _ _ !

Home Mailing Address: _

Bronx, NY 10459

Personal E-Mail/Fax:

Business Address: _

Business E-Mail/Fax: sisdainc@aol.com

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

President of the Board of Trustees, Chairperson of Fundraising Subcommittee

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I am the Executive Director of Simpson Street Development Association (SISDA). As the Executive Director of the SISDA Community Based Organization, I have served the families of the community of the South Bronx for over 45 years. In my capacity of Executive Director, I have provided a substantial amount of community services for the youth of the South Bronx by establishing and maintaining after school programs such as the Beacon Program, Out of School Time (OST) elementary/secondary, continuing adult education and literacy programs, GED programs, cultural and enrichment programs, and vocational and technical training programs. During the administration of these programs, I worked collaboratively with Principal, Louis R. Corominas and his Assistant Principal Frank Steele, who were awarded a letter "A" grade on their school report, and a "well developed" on their Quality Review based in part on their support from the SISDA CBO. As a result of this collaboration, it became apparent that there was a need to establish a viable alternative to the failing schools that are serving our community. The concept of establishing a 6-12 secondary school, focusing on Career, Technical, and Vocational Educational programs along with an academically aligned pathway program to college is the result of an evolution of our commitment to the South Bronx community. As the Lead Applicant and prospective board member President, I will utilize all the best practices of what I've implemented in the South Bronx community since 1964 towards moving our school to the best learning institution in New York City.*

Please explain why you wish to serve on the board.

I wish to be a member of the board in order to ensure that the mission of the school is fulfilled. My role as the board of trustees president working collaboratively with the board will enable us to have the authority to oversee the optimal school community. In addition, all of our plans will be carried out in detail so that our mission, vision, and philosophy is fully implemented. From my experience of running an organization that has served this community for over 45 years, I know that the first priority is creating employment

opportunities. My board membership will make certain that our school will educate and train our students in highly skilled technology based vocational and professional programs, so that they will be in the best possible position to enter lifelong careers. My passion is fighting poverty and helping young people reach their full potential. Over the many decades of my community service and activism, I have witnessed some of the brightest minds and sharpest talents fall by the wayside because our local schools have failed to provide a meaningful quality education. Many adolescents became frustrated and disillusioned by their lack of success in school, and the cycle of poverty which enveloped their lives. The SISDA CBO has successfully battled these issues over the years, however I feel that our objective has not fully been met. A secondary charter school encompassing the middle school grades through high school will literally "charter" a course for success for some of the most needy youths of our community. In deference to Article 56, my position as Board of Trustee President will ensure that ELL and special needs students will be aggressively recruited as part of our outreach plan. We will leave no stone unturned in regards to recruiting, canvassing, and enrolling as many of our student in the South Bronx community as possible. Although, we will conduct a lottery to determine our enrollment, our outreach protocol will involve widespread notice to the community that will ultimately produce the targeted percentage pool of ELL and special needs students we seek to enroll. A charter school founded by our CBO and partnered with the UFT, Lehman College, Cablevision, and Time Warner Cable is a winning combination that will bring to our students the best opportunity to succeed. I am thrilled and energized by the world of possibilities that exist, and I intend to bring to the table all the attributes I possess to end the cycle of poverty, unemployment, and disillusionment in my role as Lead Applicant, board member President, and Executive Director of the SISDA CBO.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition,

please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***I was a member of the Bronx Community Planning Board 2, and a past board member of the NYPD 41st precinct Community Council. These two boards proved to be an invaluable learning experience for me, and the ability to advocate for the South Bronx community. In addition, I have 46 years of experience in writing and implementing successful grants on the federal, state, and local levels. I also have applied and received grants awarded by many private and corporate entities. These grants have helped sustain SISDA's efforts to provide educational, recreational, familial, and summer youth employment services to our local schools and community residents. I have also been successful in garnering support from local civic and business leaders, as well as local elected officials. These efforts are the primary reason why the SISDA CBO is among the oldest and most cherished community based organizations not only in the Bronx, but in all of New York City. The enormous task operating a viable, stable, and successful charter school program relies on the time tested and proven protocols and procedures of my CBO. Furthermore, as an example of my leadership skills, I have a keen ability to find people who bring their own unique skills and proven expertise to the SISDA CBO. My experience and abilities as the Executive Director, and SISDA Charter School Board of Trustees President, will enable these individuals to work together in a symbiotic fashion, that will provide the best school possible.***

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

This does not apply to me. ***This does not apply to me.***

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

disposition(s).

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not.***

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

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

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

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

I know a person who is a prospective employee, Sharon Delaney who is the prospective Principal of our charter school.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

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

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

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

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

None.

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

I understand the fiduciary relationship of being a board member. The Board's Code of Ethics is the moral compass that will guide me through my position as president on the

board of trustees. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel.

Educational Philosophy

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

Having spent my entire career as the Executive Director of the Simpson Street Development Association Inc., (SISDA) Community Based Organization, I have the experience, dedication, and determination to implement the mission of The SISDA Charter School, which is to educate, train, and prepare our students in vocational, technical, and professional programs that will give them the assets to work in a highly competitive world. My philosophy is that our school will provide the best possible quality education for its students by facilitating the concept that students and parents work together as a team to ensure the best possible community school. Our partner organization, the UFT, will help us accomplish our goals educationally. The Bronx Borough UFT Representative, Jose Vargas, will be on the SISDA Charter School Board of Trustees, and will make the partnership of the SISDA CBO and the UFT a seamless process. My years of experience have taught me that organizations come and go, and many fail to live up to their billing, however I am excited at the prospect of the merging of two great and powerful instructional organizations that will be the vehicle for excellence in educational alternatives for the children of the South Bronx.

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

My personal belief is that our plan for the educational program of our charter school is the greatest anti-poverty program. The South Bronx community is located in one of the highest congressional poverty districts in the United States. This is evidenced by over

90% of students in the South Bronx being eligible for the free and/or reduced federal lunch program. The educational program is designed to serve as an investment in our children. The potential of our children is our greatest untapped resource. By establishing a charter school with a CTE program that focuses on the many strands of technology based industries and college alignment, our students of today, will become our community leaders, our trades people, our technology experts, our business leaders, and most importantly, our role models of tomorrow. This point is supported by the partnering with Cablevision of the Bronx, Time Warner Cable, and radio station, WBLS. These companies have given us a firm commitment to the SISDA Charter School and UFT, by providing off-site internships, work experience, and technical training and support. My ability as our CBO history has shown, lies in the fact that I am able to marshal the support of local business and civic leaders, clergy, and elected officials. By investing our expertise and our resources into this school, we begin to finally end the cycle of poverty in our South Bronx community, and begin the cycle of success and economic stability.

The SISDA CBO through our support of the arts has helped to promote and build the critical socio-emotional development of the students at I.S 217 in CSD 12. This program resulted in the establishment of a warm, safe, nurturing learning environment that significantly made the school one of the top ten safest middle schools in all of the NYCDOE. The importance of a positive climate and culture in any school is quite simply, understated. SISDA promoted the implementation of the arts to create a renewed passion for learning and attending school, and as a result, increased the confidence and self esteem of the students. In recognition of this initiative, an award was conferred on behalf of the school and accepted by Local Instructional Superintendent, Anthony Orzo. Ultimately, the success of SISDA's arts program was proven, as I.S. 217 only had one suspension during the 2005-2006 school year.

19. Please indicate what you believe to be the characteristics of a successful charter

school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. ***A successful charter school program is one that meets its mission statement and support its students with the highest quality education possible as evidenced by graduation, standardized test score results, and academic achievement. This is reinforced by portfolio work and teacher assessment. Our graduates will be able to attend college or work in a highly skilled technical trade. The board will follow its pre-opening plan and implement it successfully. The board will analyze data collected from predictives, assessments, student portfolio work, and teacher assessment . The school principal will be held accountable for student achievement. As an example of my leadership skills, our board consists of a former NYCDOE Supervising Superintendent, former DOE middle school principal, current assistant principal, United Federation of Teachers Bronx Borough Representative, former PTA president, local school board member, and past Community Education Council member, current Deputy Human Resources Director, current guidance counselor, and Assistant Vice President of Banco Popular. I envision this board to have the capacity to act as a local school district and utilize the skills and talents of its members to ensure that we provide the highest possible quality education that will enable our students to enter highly skilled technical trades or attend college.***

As the Executive Director of the SISDA CBO, I have established a rewards incentive program that increased student performance and achievement. Our community support helped promote I.S. 217 PTA elections cultivate enormous enthusiasm amongst the families of our students. This energy and enthusiasm resulted in over 160 parents and guardians participating in the PTA elections, while during this same period of time, our sister school who had elected to partner with a different CBO, held an election consisting of merely two parents participating in their PTA election. This particular school was in the same building as our supported school, composing of students from the same zoned area, however, they had many suspensions, and were devoid of any connection with their CBO or the families. As a result, this school was phased out. Meanwhile, SISDA supported school received a letter A grade and a well developed on the Quality Review. This success was based on the many meeting that I had with

the I.S. 217 school administration to analyze data, make necessary adjustments, and aligning with the curriculum.

Other

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

As a charter school board member, I feel that this is a position of honor and privilege to serve in a position of public trust. As a board member, I would actively promote that the children receive a quality education. This will be accomplished by the hiring of highly qualified and experienced staff, which will be trained in community relations and the culture and climate of the school. Being responsible for the children of the community as well as their education and future, leaves me with the idea that there is no greater endeavor. As someone who has served this community for over 45 years, I've come to know the needs and wants of the children and families. I have established deep roots in this community and will be able to acquire the support of the local business leaders, clergy, elected officials, education and civic leaders. I will work to ensure that our board will promote an open door policy to our families. This concept involves establishing a meaningful and active Parent Teacher Association, parent workshops, and a school leadership team in which parent inclusion will be encouraged to participate in school governance. The SISDA Charter School will be a true community school. The respect and admiration I have earned from our residents over the many decades of service to our community, will empower me to do what is right for our children and families.

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

I affirm that I have read and understand the charter school application, and the charter

school board's by-laws and all proposed policies.

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

I was the leader of the SISDA CBO, most notably beginning in the mid of the mo 1965 I I have worked with SISDA since President Johnson's Great Society Anti - Poverty Program. My service for the past 47 years prompted United States House of Representative, Jose Serrano to state that "SISDA under the leadership of Executive Director Margarita Smith is the only program that has not only survived but has thrived." ALL of the other anti-poverty programs serving the South Bronx have disappeared. I am a huge proponent of community involvement in the schools. I have put in a computer lab in the school and have had families and students use the computer lab in the school during school time and OST. Additionally, SISDA's role in bringing technology into the schools, prompted widespread utilization of technology in the classroom to enhance instruction across the curriculum. This along with the initiative of placing full time staff operated by SISDA After School Director Hazel Robinson, under my direction in order to keep the SISDA Office in the school open during operating school hours, and making my staff available to the students, families, teachers, and administration during school hours resulted in people praising the work of SISDA and my work as the Executive Director as visionary in its approach to education. Hazel Robinson who is a former school board member of CSD 12, was hired by me to work in the SISDA CBO based on her unique skills as a past local school board member. I pride myself on my ability to find talented and experienced people who are skilled in community relations, community building, team building and the ability to garner support for the SISDA organization. Ms. Robinson has been on C-37 teams that have been responsible for the hiring of superintendents, she has sat on the CSD 12 Board, and has been instrumental in many key policy decisions. Like myself, Ms. Robinson has the ability to rally support from local elected officials as well. This approach enables the students, teachers, administration and families of the three schools located in the building to work closely on instructional programs, share data and make

decisions as a team to enhance the performance of the SISDA After School Program while simultaneously helping to improve the three schools during the day. The three schools that thrived under this plan were the School of Performing Arts, Entrada, and the South Bronx Classical Charter school. In the past there have been two previous charter schools incubated in the school building I service. I have had the experience of collaborating and teaming with the administration and staff of three charter schools. From this experience I have taken much practical, meaningful knowledge that I can apply in organizing and operating a charter school for SISDA

Additionally, I am a firm supporter of the performing arts because it is my opinion that they help develop a confident and well rounded student. As someone who has funded two bands for the performing arts program I have established a Latin Band, and a Jazz band. I have also provided resources for the creative arts. SISDA CBO has provided the art instructor, art supplies and crafts in an art program for students interested in drawing and coloring. The art program provided the students with the materials to create portfolios, and professional guidance that steered many of them to some of the top arts, music, and dance schools in the NYCDOE.

My own experience visiting four existing charter schools in order to see firsthand how a CBO establishes protocols in the charter schools proved to be an enriching experience, which will serve the board and the school well. As the Lead Applicant and SISDA Charter School Board of Trustees President, it is crucial that I was able to see a working charter school in place so that I can get a clear picture of what my founding group and the charter school Board of Trustees must do to prepare for the orderly opening and operation of the school during our first year. In addition, my past experience serving the nearby schools of CSD 12 for many years in my capacity as service provider for OST, the Beacon Program, and the Summer Youth Employment Program has given me hands on experience which will help guide the creation and success of the SISDA Charter School, as well as provide me with the tools to help the board succeed in its mission. I have worked my entire career with the teenage population and demographics that the SISDA Charter school will serve. As Lead Applicant and SISDA Board of Trustees President, I

possess keen and appropriate qualifications to govern a school. Along with our founding group, we have assembled a strong, experienced, talented, and visionary group of individuals as prospective board members that support the long standing visions of the SISDA CBO and myself. In particular, I'd like to make specific mention of John P. Musico , former Supervising Superintendent of the NYCDEO, Robert Restivo, Deputy Human Resources Director, Louis Corominas, former I.S. 217 Principal and current charter school consultant, Frank Steele, current Supervisor in the NYCDOE Office of School and Youth Development, and Stuart Austein, an award recipient of the NYCDOE Guidance Counselor of the Year during the 2009-2010 and Positive Behavior Intervention Supports (PBIS)Coordinator/Director as well as Life Space Crisis Intervention (LSCI) Coordinator/Director, as people who strongly mirror my philosophies and dedication to the South Bronx Community. I have established a longstanding working relationship with the CSD 12 Superintendent, Myrna Rodriguez, and have worked with her to improve the schools in the South Bronx.

Recently, I was pleased to receive the news that Lehman College has agreed to support the SISDA Charter School, joining the UFT as our partners in our never ending crusade to fight poverty through education. Lehman's support will include their education majors' participation in a student teaching experience at the SISDA Charter School. In addition, our highest achieving students will take college credits at the Lehman College Campus. These credits will be applied to a Lehman College degree, or any other college in the City University of New York system.

NYS Educational Law Article 56 promotes the concept of new and innovative approaches to education. Lehman College and the UFT are both on the cutting edge of this endeavor. Education is the very best weapon available in our arsenal to fight the war on poverty. Our partners share this philosophy as they enthusiastically join with us in delivering the very best education possible at the SISDA Charter School.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Frank Steele
(Include preferred honorific.)

Daytime Telephone: .

Home Mailing Address: _

Malba, New York 11357

Personal E-Mail/Fax:

Business Address: _____

Business E-Mail/Fax: _

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Vice President of the Board of Trustees, Co-Chairman of the Finance Subcommittee

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering

entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. ***I am one of several founding group members, and as such, I have been closely involved with the planning and application.***

Please explain why you wish to serve on the board.

I have been an educator in the New York City Department of Education for 34 years. Much of this period, I have served as an Assistant Principal in various schools in the South Bronx. Serving on the board will enable me to facilitate an organizational fast track that will ultimately lay the foundation for an outstanding Career and Technical Education and college aligned secondary school. My experience as an administrator as well as a teacher and master motivator, will enhance the ability of the board's capacity to create and oversee an educational institution that will thrive in the South Bronx community. This was coupled with firsthand working experience with the SISDA community based organization as the site supervisor for a school that received tremendous support from the SISDA afterschool instructional / recreational, beacon, summer youth employment program, GED, continuing education program, adult literacy, adult computer training, family exercise and health program were all critically important in making and keeping IS 217 a Well Developed and "A" letter rated quality review school. From my core educational belief and the practical experience gained from working with SISDA and it's community school enrichment, remedial, cultural and recreational program I am a committed believer in community involvement in schools. Having had the opportunity to supervise the extended day and summer programs at IS 217 I know just how much SISDA contributions have made to the school and it's community. I value my experience in supporting SISDA as it has supported me in my efforts to have brought the highest quality education possible to our school community in the South Bronx. Working on the planning team and board of trustees has once again placed me in a position to serve the community of the South

Bronx. I am a firm believer in community control in education and the contributions that SISDA has made and continues to make on behalf of the students and families. These contributions will be enhanced by their community based organization which has deep roots in the community and understands the needs and remedies for what ails the students and families. Successful schools must work as a team. Families, schools and community must come together to improve the teaching and learning of a school. In general, these salient points reinforced my core belief that I am at the service of the community as evidenced by the support and successful collaboration of the SISDA CBO, the premier CBO of the South Bronx.

I believe strongly that working on the SISDA Board of Trustees will enable me to continue to strengthen my close ties and association with the students and families of the South Bronx. I am grateful to the community to which I have served for many years.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***Over the course of my 34 years as an assistant principal and teacher, I have experienced many secondary school environments. This experience has left me with an indelible belief that all students can be educated to become college ready and/or highly trained in a marketable skill through the education of a solid CTE program, so that they can meet the demands of a highly competitive global economy. As a highly skilled and experienced administrator, my position on the board will help to ensure adherence to Article 56 Section 2850 : Subsection (a) by facilitating improved student learning and achievement by recognizing that teaching and learning occur in tandem and that both entities require innovative approaches in order to improve measurable student performance. On the teaching side of the equation, some fundamental changes need to***

occur through the use of data driven decision making, professional development and the supervision of instruction by administration. In a prior position as a middle school assistant principal in the South Bronx, I spearheaded an initiative where I successfully divided a middle school into two separate learning academies each with two teaching teams. I served as the director of an academy where small learning communities lead by team captains shared and analyzed data and met weekly to ensure that the curriculum map and curriculum were adjusted to increase student performance. These initiatives resulted in the school being rated a letter grade "A" on our school report card, and a "well developed" on our Quality Review. Much of the work that was done by SISDA our supporting community based organization took place when I was a site supervisor of the extended day program, SISDA Saturday Academy, SISDA Holiday Academy, and SISDA Afterschool, which had instructional, remedial, enrichment, technology, recreational and performing arts programs that resulted in developing a well rounded and educated student. Working with SISDA, we supplied the SISDA staff with books, supplies, and teachers from our school who worked for The SISDA Extended Day Program, who shared analyzed data resulting in our "Closing the Achievement Gap" for our Special Education and English Language Learners students thus earning our school the "extra credit" which placed us in the letter "A" grade. This collaborative team approach increased student performance and student progress resulting in an A grade in both categories. Teacher professional development was particularly crucial to our success. Teachers were given professional development in the Principles of Learning, Bloom's Taxonomy and the effective use of the inquiry method. Interim assessment, portfolio based assessment, teacher evaluation and the use of Pupil Achievement Profiles promoted student /teacher collaboration that served to define and set short and long term learning goals. All teachers were teachers of literacy across the content areas. Teachers were given an opportunity to plan as a team. Additionally, the teachers would look at each other's student work through the lens of academic rigor. All classrooms had libraries arranged by reading levels, authors and genres. Awards were presented for attendance and academic improvement. Advisory classes were held each morning through a town hall that revolved around home room. Teachers were surveyed

regarding their need for professional development. This along with formal and informal observations provided feedback for administration to set up a meaningful professional development plan. This all took place in the district of intended incubation of our proposed charter school. I intend to use the knowledge acquired from my personal experience in providing a warm, safe, and supportive learning environment as a board member to improve student learning and achievement. Additionally, I was the coordinator and site supervisor for the New York City Department of Education Teaching Fellow Program for secondary teachers. Having had this responsibility, it provided me with additional expertise in teacher development. The teachers under my supervision had their teaching skills reinforced and enhanced by modeling best practices for their interns. Our students reaped the benefits from the smaller teacher student ratio that was achieved by the additional support the teaching fellows presented our students.

Other pertinent experience and expertise I possess is in the area of School Business Administration, of which I possess permanent New York State Certification. These qualifications and skill sets will provide the board with another layer of expertise in regards to dealing with the business administration of the SISDA Charter School. My position on the board as Co-Chairman of the Board's Finance Subcommittee will allow me to utilize prior practical experiences I have developed in order to successfully engage in the collaboration of the school's financial operations and fundraising efforts.

As a planning team member, I am pleased and honored to state that our team has entered into a memorandum of understanding with Lehman College of the City University of New York where the SISDA Secondary Charter School will have Lehman College education students do their student teacher training at our school. I can draw on my experience working with the DOE Teaching Fellows to have the same positive influence and impact on our students. We are also having our advanced tracked academic students taking college level classes on Lehman's campus where there earned college credits can be applied to a Lehman College program or any other college in the City University of New York system.

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

This does not apply to me. ***This does not apply to me.***

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

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of

the other prospective or current board members.

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not.***

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

The prospective board members are professional colleagues.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective charter school employee, however my spouse and my family members do not.*** If yes, please indicate the precise nature of your relationship here: ***The prospective charter school employee is a professional colleague.***

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

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

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

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

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

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

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

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

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics are the moral compass that will guide me through my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel.***

Educational Philosophy

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

The SISDA Charter School's mission is to educate and prepare our students for a successful future in a skilled vocation or a college aligned professional track. Our school will serve as a major focal point for the South Bronx in regards to the educational community. SISDA has been a major contributor and influence for decades, and the mission will become stronger and clearer as it continues the tradition of providing a high quality education to all students in the community.

18. Please explain your understanding of the educational program of the charter school. ***The SISDA Charter School's educational program is built on a foundation of academic readiness for college, and Career, Technical/Vocational Education in highly skilled professions. We will accomplish this through the use of Pupil Achievement Profiles (PAP). We will have academic rigor by developing an academic program that includes front loading regents and AP classes, specialized enrichment classes using a project based approach which will be individualized to students, and standards based instruction***

above the student grade level. The middle school and high school will articulate an exit strategy that provides students with meaningful internships. There will be remedial programs dealing with our special needs students and programs designed to service our ELL students, and to accelerate language acquisition. This will occur by servicing this population with after school programs to enhance the curriculum.

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

The SISDA Charter School will remain true to its mission statement by establishing and maintaining a warm, safe, nurturing learning environment, where all students can learn based on differentiated instruction. We will utilize the pre-opening plan as a road map prior to our first school year. The teaching staff will receive individualized professional development based on teacher surveys and informal/formal observations. With the support of our UFT partner organization, The SISDA Charter School will have a teacher center and teacher center specialist working with the staff to develop the curriculum and design a curriculum map. Students will be evaluated based on portfolio work, teacher assessment, predictives, and assessments. Data will be shared and instructional decisions will be made by teaching teams and administration collaboratively.

The Board of Directors collectively has many years of experience working as educators/counselors/administrators, and is quite familiar with the student population, which it has served for many years. The board has the expertise, dedication, and commitment to ensure effective school governance.

Other

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

A public charter school board member is a trusted and dedicated individual who will uphold the by-laws, code of ethics, and adhere to the spirit and principles of Article 56 of the State Education Law, work collaboratively with other board members, parents, charter school administration, staff local school district and the New York State Education Department. The board member will work towards the implementation and success of the charter school and it's mission. The board member will analyze school data and evaluate school administration, staff, and student achievement. A board member will be open minded to concerns of all the stakeholders of the school.

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

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

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

During the course of my professional career, I have taught college at the undergraduate and graduate level. I served as an adjunct professor teaching courses in school administration and leadership, serving teachers who were pursuing their masters in education and para professionals who were earning their BA/BS.

I was a UFT Chapter leader for 11 years. I was a teacher trainer and mentor. I have sat in on and chaired the c-30 process for the hiring of supervisors and administrators.

I served as a supervisor in a school where three separate charter schools were incubated. I have gained a tremendous insight into what it requires to provide students and families with high quality academic rigorous standards based instruction working in working my entire career in Title 1 schools where over 90 percent of the students lived in poverty as defined by the federal lunch forms for free lunch. Regarding Article 56 Section 2850 Subsection(b) Increase learning opportunities for all students, with special emphasis on expanded learning

experiences for students who are at-risk of academic failure; I am currently working with the New York City Department of Education Office of School and Youth Development serving as an administrator in a city wide initiative servicing students who are serving superintendent suspensions. These students are at severe risk of failing, dropping out, and living a life of criminal activity. Our program offers a safe, structured, well developed learning environment. Many of these attributes are what I would bring to the charter school board for incorporation into the SISDA Charter School. My tenure with the Office of School and Youth Development has given me invaluable experience and skills in supporting students in their academic and social growth. This experience will certainly help me as a board member promote positive school climate and culture, OSYD works with Children First Network (CFN) Clusters and Networks and directly with schools to establish and implement integrated safety, discipline and intervention policies and procedures, promote respect for diversity and take a proactive role in nurturing students' pro-social behavior by providing students with meaningful opportunities for social emotional learning. All of these points support the critical aspects of Article 56 Section 2850 Subsections (a) and (b).



Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mrs. Carmen Judith Taveras
(Include preferred honorific.)

Daytime Telephone: _

Home Mailing Address:_

Bronx, New York 10472

Personal E-Mail/Fax: none

Business Address: [REDACTED]

Business E-Mail/Fax: none

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Board Member, Chairperson of Community Subcommittee

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume.***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and

understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board ***The SISDA Charter School planning team approached me based on my over 20 years of representing the students and families of the South Bronx community. I was the PTA President of the former IS 116 in CSD 12. Then I became President of CSD 12 Council of Presidents. I was then appointed by then Schools Chancellor Joseph Fernandez to the School Board of CSD 12. I served four terms as the President of the CSD School Board 12. I then became President of the Education Committee of Community Board 9. In addition, I am currently serving as the President of the Community Education Council, in CSD 12, representing Bronx Borough President, Ruben Diaz Jr. While serving in all of these offices and positions, I became quite familiar with many of the community based organizations in the South as well as the East Bronx. The work of the SISDA CBO has made tremendous improvement in the lives of the children and families of the South Bronx. I have known the Lead Applicant, Margarita Smith, as well as the SISDA Chairperson, Sister Thomas, who is also a prospective board member for many years. I consider Sister Thomas to be my personal mentor. Working with Sister Thomas will be a privilege, pleasure, and honor for me. From all of the experience I have gained, I am grateful for her encouragement, and look forward to working with her on the board. From all of my years of experience working in these positions, I am eager and grateful to support SISDA's charter school because of what SISDA has done for me, as well as for the community. My years of experience will enable me to help this charter school become finest charter school in the nation.***

Please explain why you wish to serve on the board.

My intention is to lend my expertise that I have acquired over the years serving the students

and families of the South Bronx, by utilizing my skills and network contacts for the betterment of the charter school. I've had the unique opportunity to vote on the selection of seven Superintendents. I have voted on many school budgets, voted on the selection of Principals and Assistant Principals, and I am very adept at the allocation of federal and state entitlements. Near and dear to my heart, is the Special Education and ELL population of students. CSD 12 has an inordinate percentage of these students attending our schools. Because of this, one of my primary initiatives as a Board Member is to ensure compliance of Article 56 of NYS Education Law, Section 2854 subsection (f)(2) which states that all students are and will be eligible for admission and enrollment, without any regards to race, ethnicity, gender, creed, national origin, sexual orientation, or disability. One of the SISDA Charter School's main initiatives is to aggressively pursue the recruitment and enrollment of students with disabilities as well as ELL students. As a board member, I will be at the forefront of these efforts.

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

Yes, I have served on the board of CSD 12 as a member and it's President from 1990 to 2000. I am currently serving on the Community Education Council of District 12 as it's President. Representing the schools, the district, it's students and families is an honor and privilege. I am committed and dedicated to working to improve public education in District 12 and the unique opportunity to afford our students and families the wonderful opportunity to enroll in a great alternative to failing schools.

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

This does not apply to me. ***This does not apply to me.***

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

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not. Sister Thomas, my mentor, Louis Corominas, who was Principal at IS 116 while I was serving as PTA President, Margarita Smith, Executive Director of SISDA Inc. CBO, whose organization provided educational and instructional programs to CSD schools while I was President of CSD 12 and now as President of the CEC, from 2000 to the present. Frank Steele, an Assistant Principal who I met at IS 217 in CSD while I was serving as President of CEC 12. Jose Vargas, who I met when he was the CSD 12 District Representative for the UFT, and who is now Bronx Borough Representative, who I collaborated with to improve the schools in District 12.***

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective charter school employee, however my spouse and my family members do not.***

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

The prospective charter school employee is a professional colleague and is the prospective charter school Principal.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school,

including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

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

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

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

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. ***This does not apply to me, my spouse or other family members.***
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
None.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics are the moral compass that will guide me through my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board, disclosure of the matter to the public, and bring the matter before our legal counsel. In addition, I will report these matters to all appropriate authorities. I will not tolerate any wrong doing by any member. My experience throughout my career as a School Board member and President, clearly indicates that I will never compromise my reputation and integrity which is reflected through my many***

years of distinguished public service and trust.

Educational Philosophy

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

Over the course of my many years of experience as a board member, I have come to believe that the middle school years are the most critical of a student's life. My first experience as a PTA President of IS 116 in CSD 12, a school with an enrollment of 1800 students led me to arrive at the conclusion that middle schools require more resources, more quality personnel, and a strong re-emphasis on CTE programs. Recently, I was instrumental in the chartering of the Dr. Richard Izquierdo Health and Sciences Charter School. This charter school was created to afford students of the South Bronx opportunities to enter the health care field. A strong academic program was designed to parallel an intensive CTE program in health care professions. Students at that charter school will now have options available to them that they would not otherwise have had in the local middle schools in the district. Having said this, before I became involved with the charter school initiative, I was always highly skeptical of the concept of charter schools. My reason for the skepticism was that middle schools were always kept out of the equation as far as I've observed. However, my recent work with the Dr. Izquierdo Charter School intrigued me. Like the SISDA Charter School, that charter school is designed as a 6th through 12th grade secondary school. Students at the SISDA Charter School like the Doc's school, will receive career and vocational education from the very beginning as sixth grade students. As a result, I have evolved into a strong believer in the potential that our charter school possesses. The high quality academic education along with cutting edge instruction in the wide array of skilled trade professions will serve as an investment for our community. The dividends of this investment will be realized when our students graduate, and return later on to our community as highly skilled professionals in vocational trades and business and technology experts. They will use their knowledge, skills, and experience to serve

their neighbors. This is a cycle I am thrilled to be a part of.

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

My years of experience as a School Board member and President has provided me with the philosophy that students desperately need a quality educational program to give them a solid foundation in academics, as well as specialized job training programs that will enable them to have the option of either going on to college or enter the workforce as a skilled tradesperson. My knowledge and belief of our charter school educational program is also that our students will have the ambition and the skills to serve their community as successful young men and women in many fields of vocation.

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

The first thing the board must do is to analyze what has gone wrong in the failing schools in the community in which our charter school will serve. The universal factors are overcrowded classrooms, lack of resources for students and staff, and in particular the special needs population and ELL students. Our board will ensure that we will create effective remedies to these problem areas, and provide our students and families with exciting and new opportunities.

Other

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

I have grown weary of the same old tired programs and initiatives of our local public

schools. A public charter school board member possesses the wherewithal to effect positive change in an expedient manner. Serving as a board member will place me at the forefront of key educational priorities and initiatives that we will advocate. A charter school board has the power to distance itself from the status quo, and move towards cutting edge innovation. I look forward to sharing best practices of our charter school to the local public school district, and vice versa. This will happen because I serve as the CEC President of CSD 12. At the end of the day, the children of my community will only reap the benefits of innovation in education. I will feel proud to be an integral part of the process.

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

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

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

My experience, enthusiasm, and passion for the students and families of the South Bronx serve as immeasurable intangibles. My never ending hope and optimism for the children of the community is what motivates me to advocate and support our schools. My realization that our children are truly our future, empowers me to stay actively involved with school governance. My strong personal and professional relationships with the local superintendents will enable our charter school to share best practices, and not only create opportunities for our students to benefit by our innovative programs, but the students in the local public schools as well. This process is consistent with our charter school's desire to apply the spirit of Article 56 to our policies and governance. It is my eternal hope that the SISDA Charter School will serve as the gold standard for which all

of our schools in the South Bronx community will aspire to emulate. Lastly, my close ties with many of our elected officials from the Bronx will serve to solidify our support network, and provide additional opportunities for our school's growth and success.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Sister Thomas S.C
(Include preferred honorific.)

Daytime Telephone: _

Home Mailing Address:_
Bronx, NY 10459

Personal E-Mail/Fax: .

Business Address: SISDA

997 E. 163rd St. Bronx, New York 10459

Business E-Mail/Fax: same as above

Charter School Name: Simpson Street Development Association Charter School(SISDA)
Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Board Member

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume.***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

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

I have served as the Administrator of the Simpson Street Development Association (SISDA) Community Based Organization since 1972. I accepted this position after my predecessor was murdered while performing job related duties. My life's passion and work was quickly realized by me as I became deeply involved spiritually and emotionally with the people of the South Bronx Community. SISDA has provided many wonderful opportunities for the people in a multitude of ways. We have assisted in employment, housing, youth development, and counseling services. We also became deeply involved with the local

schools in the CSD 12 community. Among those schools was IS 217, where I had the wonderful pleasure working closely as educational and recreational partners with the Principal Louis Corominas, and Assistant Principal Frank Steele. SISDA with the support of Lou and Frank, was able to assist the school in achieving success academically with the students. The SISDA After School Program, where tutoring and home work help, performing arts, and sports offered a warm, nurturing environment to go to after the regular school day, was a major factor in the success of I.S 217. It was this success that prompted long conversations among Frank, Lou, myself, and Margarita Smith, Executive Director at SISDA, regarding the extension of our collaboration and success to a charter school.

Please explain why you wish to serve on the board.

It has been my life's calling to serve people. This journey began after I entered the Sisters of Charity after graduating from high school. As I progressed through college, and eventually further education in Ponce, Puerto Rico, I realized that I wanted to return home to the South Bronx to serve the people, and offer my heart and soul to them in an effort to make their lives better. My experience as a Teacher at the St. Athanasius reinforced the impact education has on the lives of young people. Later on, my role as a Community Organizer made it very apparent that our people needed opportunities to raise themselves out of poverty. Educating the youth is the core concept in this mission. My role on the SISDA Charter School Board of Trustees, will allow me another opportunity to lend a strong voice to the impassioned call for the education of the youths of the South Bronx Community.

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

Having served for nearly 40 years, first as the Administrator of the SISDA CBO beginning in 1972, and today as Chairperson for SISDA, the experience has provided me with invaluable experience overseeing the day to day operations of the center. Both of these positions have involved direct responsibilities with the programmatic and fiscal managing operations of the organization. I have extensive experience working with a Board of Directors, and the important tasks any board must undertake to ensure the success of any organization. As an educator, I have prior experience as a teacher of 1st, 3rd, 5th, and 7th grade students at the St. Athanasius School in the Bronx. That experience gave me firsthand knowledge of what the children require to succeed educationally. I was a past chairperson and executive committee member of Community Planning Board #2. I also served as a Board Member of the South East Bronx Community Organization Board, as well as Chairperson of Health and Human Services Community Board #2. I also have over 50 years of community activism experience, and have a proven track record of mobilizing the community in the interests of improving education, fighting poverty, and general community improvement.

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

This does not apply to me. ***This does not apply to me.***

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

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

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my family members do not.***

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

Several prospective board members are professional colleagues. Lead Applicant and current SISDA Executive Director, Margarita Smith and I are longtime colleagues with the SISDA CBO. I know Louis Corominas, Frank Steele, and Carmen Judith Taveras, CEC 12 Bronx Borough President Representative, as the result of my organization providing educational and recreational services to IS 217 in CSD 12.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective***

charter school employee, however my family members do not.

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

I have met Sharon Delaney, who is the prospective Principal of the charter school

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

Not applicable because the School does not/will not contract with a management

company or charter management organization.

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

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

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

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

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

me, or any family members.

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

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***As a person who has dedicated her life to the spiritual uplifting of people's and the betterment of the lives of the people of the South Bronx, I am bound to uphold the moral and ethical spirit of the board's work. If the situation arose that I knew of a person who was a board member, participating in this office for personal and profitable gain, I would have no other recourse to bring the matter before my board colleagues for further action which would involve the removal of this person, as well as any other action that would be warranted.***

Educational Philosophy

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

Our philosophy at the SISDA CBO is the ending of the poverty cycle. The only path to success in

this venture, is education and job training for our young people. I am fortunate to be involved with a group of talented, committed, and visionary educators who will help us forge a clear cut pathway to success and upward economic mobility through the teaching of highly skilled technology program and courses designed for college readiness.

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

We are so fortunate to have an organizational partner in the UFT, who has given us a great deal of support in helping us to create a wonderful opportunity for our students to attend a school that represents the future of education. Our school will focus day to day with the idea that our classes, programs, and CTE strands will present our students with opportunities no other school in the Bronx or even New York City can speak of. Organizations such as Cablevision and Time Warner Cable are realistic future employers of our students. Our school will give students the skills and education to enter fields of employment that wouldn't otherwise be available to them.

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

The Board of Trustees must ensure that all components of the application proposal are followed and implemented. These components are all the very best ideas and concepts. The key will be to put these plans into action, and afterwards, strive to be even better.

Parent and family involvement is critical to the success, and the Board must take proactive steps in the outreach to the community. The SISDA Charter School will be successful by empowering all our residents to enthusiastically avail themselves to the opportunities our school can provide. It is equally important to bring in and retain hardworking, dedicated, and morally upstanding educators to help us in our goal to be the very best charter school we can possible be.

Other

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

The role of the charter school board member is one of commitment, responsibility, dedication, and spirit. Our Board Members must be of one single minded mission. That mission is to do whatever it absolutely takes to help the board make decisions that will have long lasting positive results. It is also equally important that board members remember that the charter school is a beacon for the entire community. We should always strive to find new and innovative ways to give our students and families the best possible programs, and opportunities that arrive on the education scene.

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

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

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

In addition to serving as an educator, serving the Catholic Church, and the South Bronx Community as the SISDA Administrator for nearly 40 years, I have extensive experience in the area of counseling. I have used my faith as my guide post in the field of human services. I will always lend my educational, spiritual, professional, and organizational experience to further the efforts of the SISDA Charter School.

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Jose Vargas
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address: _____ : Bronx, NY 10462

Personal E-Mail/Fax: _____

Business Address: UFT Bronx Borough Office

400 Mulry Street Bronx, New York 10461

Business E-Mail/Fax: same as above

Charter School Name: Simpson Street Development Association Charter School (SISDA)

Charter School Address: 997 E.163rd St. Bronx, NY 10459

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

Board Member, UFT Bronx Borough Representative

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

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

Background

Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached ***See Attached Resume.***

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm. ***Yes, I affirm I will be at least 18 years old the time of my appointment/election to the board.***

Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm. ***Yes, I affirm I have read Article 56.***

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

While working as the UFT District Representative for CSD 12, I became acquainted with Frank Steele, who was working as an Assistant Principal at a middle school in District 12. Working with Frank over the years, he informed me that he was involved with a group that was looking to charter a secondary school in the South Bronx. As conversations grew and became more involved, I took on a larger role in the planning for this charter application. This evolved not just individually, but the UFT as an organizational partner with the SISDA CBO.

Please explain why you wish to serve on the board.

As the UFT Bronx Borough Representative, I am in a unique position to help my organization provide key support to the SISDA Charter Secondary School. I was a teacher for 23 years in the Bronx, and I am sensitive to the educational needs of the community, and the resources that are needed for a successful school. As a veteran teacher, and a

leader of a union of professionals, I will always aggressively seek to provide the children of the South Bronx community a quality education. As a prospective board member, my skills, experience, and my own professional network of contacts and resources will serve to make the board stronger and more effective.

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

I currently serve on the board of the Working Theater in Manhattan, which is a group of union members who support other union members who write for theater productions.

I serve on the board of the American Cancer Society, Bronx Chapter

I serve on the New York State United Teacher Board of Directors

I taught for 23 years CS 198 in CSD 12. In addition, I taught ESL to adults in Washington Heights as part of a night school program. I have participated in C-30 procedures for the hiring of Principals, and SUNY Teams for the task of evaluating for SURR Panels. I provided instructional support for the para-professionals through the UFT Center in CSD's 12 and 7. I have worked with the UFT Teachers Center, and helped provide educational coupons for additional college credits for teachers, P credits, and "Jose P." Credits for ESL training. I was chairperson of CS 198's School Leadership Team. I assisted para

professionals in attaining teaching credentials. Additionally, I served as Early Childhood Specialist for the UFT Teacher Center, served as CSD 12 District Representative, and currently serve as UFT Bronx Borough Representative. In my capacity as District Representative and now Borough Representative, I have participated in school closings, restructurings, reorganizing's, phase in's/phase out's, all of which have required educational innovation unique to each school in the above listed categories.

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

This does not apply to me. ***This does not apply to me.***

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

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

| employers, etc.

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

This does not apply to me. ***This does not apply to me.***

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

Conflict of Interest

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

I / we do not know any such persons. ***Yes, I know of other prospective board members, however my spouse and my family members do not.***

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

Several prospective board members are professional colleagues. I know Louis Corominas, Frank Steele, and Carmen Judith Taveras as the result of working in my capacity as District 12 UFT Representative.

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

I / we do not know any such persons. ***Yes, I know of a person who is a prospective charter school employee, however my spouse and my family members do not.***

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

The prospective charter school employee is a professional colleague, Sharon Delaney, who is the prospective Principal of the charter school

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. **No**

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

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

Not applicable because the School does not/will not contract with a management

company or charter management organization.

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

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

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

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

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

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

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. ***I understand the fiduciary relationship of being a board member. The Board's Code of Ethics are the moral compass that will guide me through my position on the board. Any situation in which I believe that one or more of the members of the school's board are involved in working for their own benefit or the benefit of their friends and family will result in my making of full disclosure to the entire board and bring the matter before our legal counsel.***

Educational Philosophy

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

Having worked in the district of incubation, we will provide a golden opportunity for our students to learn trades that they might not otherwise had the chance to do at any other secondary school level in the South Bronx. Our charter school's mission is to prepare our students for skilled employment as well as college readiness. At the same time, we will not preclude a student who wants to learn and experience a CTE vocational trade program, from simultaneously participating in a strong academic program that will place the student on a

track for college. Conversely, we will afford our students who do pursue CTE vocational trade programs, a viable pathway to college if they so choose. As a board member, I will be instrumental in the school developing a CTE strand through a public access studio which currently exists at the UFT Bronx Borough Office which was provided by Cablevision of the Bronx. Students will have the opportunity to pursue CTE instruction in broadcasting, studio production, and writing. We will utilize the assets of the Bronx UFT office for technology in conjunction with Lehman College, who recently gave us a firm commitment of support to our charter school. Additionally, Introductory conversations have already taken place with the radio station, WBLS to establish internships, with Dr. Bob Lee, a prominent broadcaster with WBLS.

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

The educational program at the SISDA Charter School is a secondary school program from grades 6-12, providing college aligned academic programs, along with a CTE program which will prepare our students for highly skilled employment opportunities. The CTE program provide concrete relevance to the education of our students, and will bring the needs of their community to the classroom, the apprenticeship, and internship experience.

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

successful.

The Board of trustees governs the school, and must work collaboratively with the community. The board's duty is also to ensure that the school's mission is carried out. Academically, it is crucial that New York State Common Core Standards are being implemented and met. The board is also charged with the task of making key decisions based on data. The board also takes the place of the local superintendency and as such, makes necessary adjustments and modifications to assure quality and achievement. Collaboration between teaching staff and administration will always be strongly promoted by the board.

Other

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

The board is operating in the place of a local superintendent. Each member has an obligation to uphold the position on professional, moral, and ethical grounds. Each board member must be familiar with Article 56 and its practical applications, the upholding of the school's mission, and the corporate by-laws and code of ethics.

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

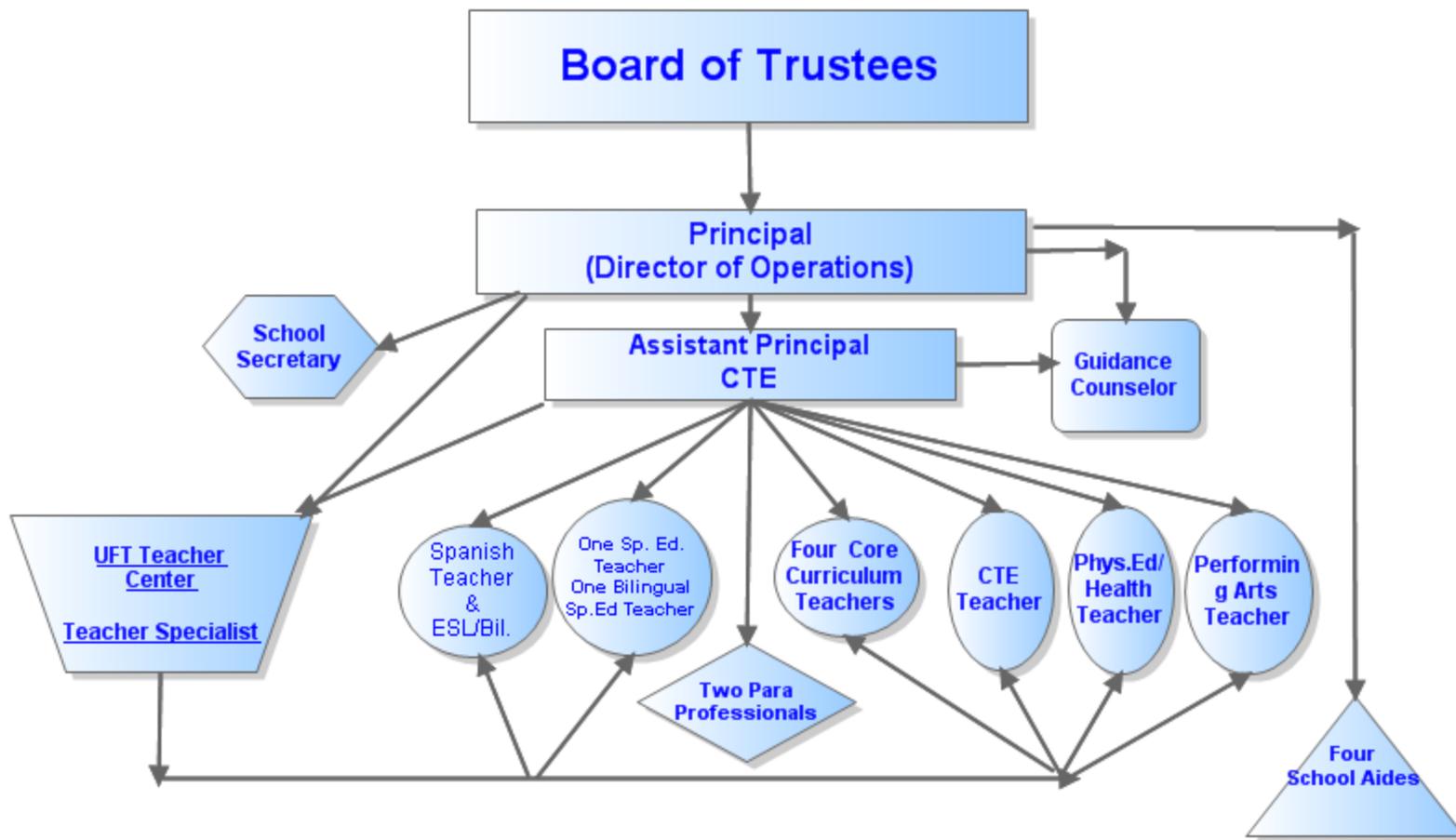
I affirm that I have read and understand the charter school application, and the charter school board's by-laws and all proposed policies.

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

review.

Through my professional network of contacts in the local unionized trade organizations, I will be able to facilitate internships, apprenticeships, and work experiences. In addition, these contacts will enable us to conduct annual career days at the SISDA Charter Secondary School. Trades people will be invited and welcomed into our school to provide additional technical and vocational support to students and staff.

In addition, I have established a relationship with 365 schools, their UFT Union Chapter, and School Administration, as well as all seven of the Community Superintendents in the Bronx. As the Bronx Borough UFT Representative, I will be able to tap into the vast array of resources available to me, in order to maximize the achievement of our students, the performance of our staff, and the overall educational environment of our school. I fully support the concept of Article 56, Section 2850, Subsection c, which clearly states the encouragement and use of innovative teaching methods. Lastly, I have the proven ability and track record to secure grants that will further support the CTE and academic pieces of the SISDA Charter Secondary School.



**Attachment 10 - Organization Chart
Simpson Street Development Association
(SISDA) Charter School**

Attachment 11 - Key Position Descriptions

Simpson Street Development Association (SISDA) Charter School

Board of Trustees

The SISDA Charter School's Board of Trustees will ensure that the school's mission is carried out in an effective manner. The Board will take on the role of a local district Superintendent's office. The Board of Trustees will include veteran educators with experience in school administration and supervision, instruction, guidance and youth development, operations, school budgeting and finance, community school boards, and the private business sector. The Board of Trustees will ensure that the curriculum, business operations, and all corporate by-laws and code of ethics of the charter school are adhered to. The Board will monitor the hiring of all charter school personnel. Furthermore, the Board of Trustees will ensure that all board members are knowledgeable regarding all points of Article 56 of New York State Education Law. The Board of Trustees will ensure that the SISDA Charter School will adhere to all points of Article 56.

The SISDA Secondary Charter School will provide assurances that qualifications for hiring will require background checks, including fingerprinting. Child abuse certification and registry will be conducted for every employee of the charter school in accordance with the law.

Principal

General Responsibilities: The Principal is responsible for the leadership, administration and supervision of the charter school and its programs. The Principal is appointed by the Board of Trustees, and will be accountable to the same. The Principal will also serve as Director of Operations.

Critical Tasks:

- Supervises the Pre-Opening Plan Document and ensures full compliance of it's implementation.
- Develop and maintain an effective educational program consistent with New York State and Federal guidelines and the philosophy, policies, regulations and strategic plan of the Charter School Board of Trustees; maintain records and files; meet and confer with students, parents, faculty.
- Establish a professional learning culture through a solid foundation of the shared mission,

vision, values and goals of the school.

- Develop a collaborative culture for improving student achievement.
- Establish and maintain an effective learning climate in the school.
- Initiate, design and implement programs to meet specific needs of the school.
- Ensure implementation of the Simpson Street Development Association Secondary Charter School approved curriculum and adherence to all subject areas of the New York State Core Curriculum Standards.
- Direct and monitor the development of the school's instructional program.
- Ensure the development of 21st century skills for all students.
- Plan, organize and direct implementation of all school activities.
- Make recommendations concerning the school's administration and instruction.
- Assist with the preparation of the school's budget and monitor expenditures.
- Oversee the day to day business operations of the school.
- Prepare or supervise the preparation of reports, records, lists and all other required information and data.
- Coordinate and work with the Board of Trustees on school needs, problems, and/or effectiveness.
- Assume responsibility for the implementation and observance of all Board of Trustee policies and regulations by the school's staff and students; interpret and enforce the charter school's policies and regulations.
- Ensure that classes are scheduled within established guidelines to meet student's needs.
- Assist in the development, revision, and evaluation of the curriculum.
- Supervise the guidance program.
- Monitor all aspects of the ESL and Special Education program in the school to ensure compliance with federal, state, and local mandates and guidelines.
- Monitor the Pupil Personnel Committee and its protocols to ensure appropriate and timely interventions for students and subsequent referrals for other services if needed.
- Maintain high standards of student conduct and enforce discipline, as necessary, according to the Board's disciplinary policy and the due process rights of students.
- Provide transparency and accessibility to parents and community.
- Prepares and maintains occurrence reports involving accidents, injuries to students, staff, or visitors, missing or damaged property, and disciplinary incidents or oversees the completion of these tasks by a designee.
- Conducts monthly faculty conferences.
- Facilitates the democratic formation of a Student Government

Qualifications:

- Masters Degree in School Supervision and Administration.
- New York State Permanent Certification in School Supervision and Administration.
- Minimum of three years of previous experience in supervisory or administrative position.
- Demonstrated record of success and ability to work collaboratively with parents and community.
- Knowledge and appropriate application of Article 56 of the New York State Education Law.
- Ability to oversee, implement, and modify all budgetary components of the charter school.

Assistant Principal for CTE

General Responsibilities: The Assistant Principal for CTE is responsible for assisting the school principal in the coordination, supervision and management of the school program and operation. In addition, the Assistant Principal for CTE oversees the Career, Technical/Vocational Educational program and implementation. Support the Principal in all facets of school operations, administration, supervision, and instruction.

Critical Tasks:

- Assist the principal in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies and goals of the charter school Board of Trustees; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports.
- Assist the principal in the overall administration of the school; interpret and enforce school and school policies and regulations.
- Assist the principal in the transformation of the school culture into a results-oriented collaborative learning community.
- Ensure implementation of the Simpson Street Development Association Secondary Charter School approved curriculum, adherence to the New York State Common Core Standards, and the development of 21st century skills with all students.
- Assist the principal in monitoring compliance with Federal, New York State, and local mandates and guidelines related to the New York State testing protocols and the special provisions of the ESL and Special Education program.
- Assist the principal in planning and implementing a professional development/growth program for teachers and staff.
- Serve as Acting Principal in the absence of the regular Principal.
- In collaboration with the Board of Trustees and the Principal, create, develop, implement, and

oversee the comprehensive CTE program strands.

- Propose schedules of classes and extracurricular activities; help schedule CTE and academic courses, student programs and teacher programming.
- Assist the Principal in compiling the annual budget requests, and specific budgeting needs pertaining to the CTE programs.
- Requisition supplies, textbooks, and equipment, conducts inventories, maintain records, and checks on receipts for such material.
- Assist in coordinating breakfast and lunch programs, and other school support services; help conduct safety inspections and safety drill practice activities.
- Assist in maintaining discipline as per the student discipline handbook; deal with special cases as necessary.
- Serve with parents, faculty, and student groups, as requested, in advancing educational and related activities and objectives.
- Maintain a variety of files; prepare periodic and special reports as required.
- Monitor the appropriate maintaining of the Pupil Achievement Profiles (PAP) through the use of the appropriate database.
- Sits on the Pupil Personnel Committee and assists with the interventions for students and subsequent referrals for other services if needed.
- Supervise the teacher(s) in the CTE program as well as other departments as assigned by the principal.
- Explain and interpret the state and board approved curriculum/instructional goals and objectives to teachers, parents, pupils, and the community.
- Assist in the planning and implementation of a systematic method of supervising the instructional program through the use of learning walks, observations, documentations, and follow-up conferences.
- Assist teachers in evaluating methods and materials and developing effective lesson plans and classroom management techniques.
- Assist in the coordination and supervision of guidance services.

Knowledge, Skills, and Abilities:

Thorough knowledge of the practices, methods and techniques used in the administration and supervision of all programs in a school; skill in oral and written communications; ability to motivate others to reach their fullest potential; ability to establish and maintain effective working relationships with school officials, parents, students, teachers, support staff, and the community.

Qualifications:

- Master's Degree in School Supervision and Administration

- New York State Certification in Supervision and Administration
 - At least three years of teaching experience

School Secretary

General Responsibilities: The school secretary serves as manager of the school office, supervises personnel assigned to the office, oversees the administrative policies and general business operation of the office including light bookkeeping and serves as secretary for the School Principal.

Critical Tasks:

- Manage the school office as directed by the School Principal.
- Maintain friendly and efficient office environment for students, staff, parents and other visitors
 - in person or by telephone.
- Supervise personnel assigned to the office.
- Maintain business records, staff timecards, and prepare payroll transmittals.
- Provide staff with appropriate benefit forms, and oversee processing.
- Type reports, correspondence, requisitions and purchase orders
- Maintain petty cash fund.
- Maintain inventory of office materials and office equipment.
- Monitor, acquire and submit in a timely manner required personnel and business reports including but not limited to a leave form for every staff absence (i.e. sick, personal, professional, maternity, etc)
- Conduct registration of new students, and receiving of health and immunization records, and other pertinent school records from local feeder schools.
- Issue late passes and oversee early dismissals of students with parent/guardian or authorized emergency contact person.
- Assist with the receipt, maintenance and transfer permanent records.
- Provide secretarial services to the Charter School Principal.
- Maintain supply of standard forms needed for general school operation.
- Maintain all student emergency contact forms (blue cards).
- Processing of updated “alpha” lists of all students registered to the charter school.
- Process or oversee the task of updating daily student attendance in ATS.
- Report to the School Principal all matters which are believed to be potential problems and/or

- issues which may require his/her attention.
-

Knowledge, Skills, and Abilities:

Thorough knowledge of Microsoft Office applications. Knowledge and application of ATS functions pertaining to pupil personnel records. Ability to do light bookkeeping. Familiarity of payroll records, check distribution, and the processing of employee benefit forms.

Qualifications:

- High School Diploma
- NYCDOE Substitute Secretary Certification or License
- Two years of experience in a public school, or public charter school

Guidance Counselor

General Responsibilities: Under the direction of the charter school principal plans and provides for appropriate services for students. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of all students. Monitor and evaluate student outcomes. Communicate and interact with students, parents, staff and community. Develop, select and modify guidance lessons, including the support of advisory activities used by teachers. Helps to establish the key elements of the culture and climate of the school through the implementation of Positive Behavior Intervention Supports (PBIS), and Life Space Crisis Intervention (LSCI).

Critical Tasks:

- Provide services to students in the areas of academic, personal/social and career development.
- Counsel students individually and in small groups.
- Responsible for delivering mandated counseling to Special Education students as per IEP.
- Provide crisis counseling and referrals as needed to students and families.
- Responsible for maintaining counseling records and logs.
- Expose students to prescribed career exploration and interest inventories.
- Provide information and programming on all CTE strands and college aligned programs.
- Review school data frequently to ensure that the school counseling program is meeting the academic, career and personal/social development of all students, including the monitoring of Pupil Achievement Profiles (PAP).
- Work with SISDA CBO to assist in placing students in part time youth employment and

- recreational programs.
- Will receive training to help develop, establish, implement, and monitor the Positive Behavior Intervention Support (PBIS) and Life Space Crisis Intervention (LSCI) programs. In addition, will provide support to all staff in these programs.
 - Will be member of Pupil Personnel Committee, and member of projected School Assessment Team (year 4).

Knowledge, Skills, and Abilities:

Thorough knowledge of Article 56 of New York State Education Law. Knowledge of vocational opportunities and it's relevance to CTE strands. Strong interpersonal skills in dealing with all students, colleagues, families, and community. Working knowledge of Microsoft Office, and ATS functions.

Qualifications:

- Masters Degree in School Counseling
- New York State Certification in School Counseling

Core Curriculum Teacher

General Responsibilities: Under direction of the charter school principal, plan and provide for appropriate learning experiences for students. Provide an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure success for every student. Supervise students in a variety of school related settings. Monitor and evaluate students through established assessments. Communicate and interact with students, parents/guardians, staff, and community. Full understanding of the school's mission. Develop, modify, and differentiate instructional plans and materials to meet the needs of all students. Maintain appropriate records and follow required procedures and practices. Monitor appropriate use and care of equipment, materials and facilities.

Critical Tasks:

- Plan a program of study that complies with the established curriculum map and pacing schedule
- of the subject area, that meet the needs, interests and abilities of all students.
- Create a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.
- Provide an instructional program to meet the needs of all students learning abilities.

- Prepare for classes assigned, and show written evidence of preparation, (lesson plans, unit plans)
- upon request of supervisor.
- Guide the learning process toward the achievement of curriculum goals and in harmony and spirit with the goals, establish clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Establish learning objectives consistent with appraisal of student needs, requirements, and goals as indicated in the students Pupil Achievement Profiles (PAP).
- Review and update students' PAP. Become knowledgeable in PAP record keeping in established software.
- Plan for and utilize instructional methods, resources and evaluation techniques which
- motivate and enable each student to achieve learning objectives.
- Take all necessary safety precautions to protect students, equipment, materials
- and facilities.
- Using wide array of assessments, complete periodic charter school report cards.
- Assist the administration in implementing all policies and rules governing student life
- and conduct and, for the classroom, develops reasonable rules of classroom behavior through Positive Behavioral Intervention Support (PBIS). Maintain order in the classroom in a fair and appropriate manner.
- Make provisions of availability to students and families for education-related
- purposes outside the instructional day.
- Establish relationships with colleagues, students, family, and community which
- reflect recognition of and respect for every individual.
- Appraise his/her own effectiveness and demonstrate successful application of skills
- and information acquired to increase effectiveness. Strive to maintain and improve
- professional competence.
- Attend staff meetings and serve on staff committees as required.

Knowledge, Skills, and Abilities:

Knowledge of New York State Core Curriculum for assigned subject area., and techniques for integrating curriculum, through the established policies and effective instructional practices of the charter school; thorough understanding of the teaching and learning process; ability to provide differentiated instruction that reflects multiple intelligences and multicultural education; ability to infuse technology into curriculum, most notably the use of the mobile computer lab as part of instruction, as well as Smart Boards; ability to work effectively with administrators, colleagues, support staff, students, families, and community; Excellent oral and written communication and interpersonal skills.

Qualifications:

- Bachelors Degree in Secondary Education in Core Subject Area
- New York State Certification in appropriate core subject area.

Special Education Teacher

General Responsibilities: Under the direction of the charter school principal, the special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, paraprofessionals, and other needed supports. Ability to adhere to all instructional elements of the students' IEP, and Pupil Achievement Profile. Ability to Communicate and interact with students, parents/guardians, staff, and community. Full understanding of the school's mission. Monitor appropriate use and care of equipment, materials and facilities.

***For Bilingual Special Education Teacher:** In addition to the general responsibilities of the Special Education Teacher, the teacher of the Bilingual Extension will ensure appropriate delivery of the instruction component in student's first language. Instruction will be implemented as per the IEP, PAP, and the SDAIE. Collaboration with the Coordinator of Special Education and ESOL will take place.

Critical Tasks:

- Provide direct and indirect instructional support to students in a positive environment.
- Employ prescribed special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behavior, as determined by the students' individualized education plans (IEP) by employing techniques in an overall positive behavioral support

- system, notably PBIS.
- Modify the general education curriculum for students with disabilities based upon variety of instructional techniques and technologies.
 - Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
 - Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students, through the use of PBIS.
 - Meet with parents/guardians to discuss their child's progress and to determine priorities for their child and their individualized educational needs.
 - Confer with parents, administrators, guidance counselor, and in general, the Pupil Personnel Committee to monitor individualized education plans (IEP) designed to promote students' educational, physical, and social/emotional development. *Note: It is anticipated that by Year Four of the school's charter, a School Assessment Team will be in place to conduct initial evaluations, Type 3 evaluations, and annual and triennial reviews of students' IEP. The special education teachers input and participation will be an integral part of the team.
 - Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, Board of Trustee policies, and administrative regulations.
 - Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
 - Develop plans for effective communication, monitoring, and follow-up of students in collaborative team teaching (CTT) and inclusion classroom settings.
 - Provide crisis intervention, utilizing acquired Life Space Crisis Intervention skills if practical, or as needed for students
 - Assist in collection of data for providing appropriate classroom interventions.
 - Serve as a member of Pupil Personnel Committee as appropriate.
 - Assist in preparation of data for local, state, and federal reports.
 - Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
 - Make provisions of availability to students and families for education-related purposes outside the instructional day.
 - Establish relationships with colleagues, students, family, and community which reflect recognition of and respect for every individual.

Knowledge, Skills, and Abilities:

Knowledge of New York State Core Curriculum in related subject areas. Demonstrated knowledge of: the necessary principles and application of theory into practice for effective instruction and

positive behavioral supports that are beneficial for implementation with all students with disabilities; The accepted curriculum and instructional techniques of the SISDA Charter School; human behavior, development, and skill performance; individual differences in ability, personality, and interests; learning and motivation; the assessment and treatment of behavioral and affective disorders; The demonstration of an understanding of the federal, state, and local mandates governing the determination and delivery of special education services; completes observations and reports pertaining to learning behaviors of students; displays the ability to work effectively with administrators, colleagues, support staff, students, families, and community members. Ability to apply instruction through technology through the use of Smart Boards, and mobile computer lab. Knowledge and familiarity of the CAP system. Overall, the Special Education Teacher must possess excellent interpersonal skills and a working knowledge of the English language in written and verbal form.

Qualifications:

Bachelors Degree in Special Education
New York State Certification in Special Education K-12

Bilingual Special Education Teacher Qualifications:

Bachelors Degree in Special Education
New York State Certification in Special Education K-12
New York State Certification in ESL and Spanish Language Instruction

Spanish Teacher/English as a Second Language Teacher (ESL)

General Responsibilities: Under direction of the school principal, the Spanish/ESL teacher plans and provides appropriate learning experiences for students. The teacher is responsible for providing an atmosphere and environment conducive to the intellectual, physical, social and emotional development of every student. The ESL teacher will demonstrate the ability to address the needs of the English Language Learners by integrating scaffolding strategies within the core content areas. The ESL teacher along with close supervision of administration, the students who are not proficient in the English language. Those will have the opportunity to have their educational needs met at their level of second language acquisition. The ESL teacher will provide academic content and cultural knowledge to enable ESL students to succeed in mainstream classes as quickly as possible and to provide a quality education for our students.

In the Spanish instruction component, the teacher is responsible for implementation and delivery of

lessons, units, and project assignments. The Spanish teacher must create appropriate assessments to evaluate the progress and learning of the students, and the input of the data into the Pupil Achievement Profile.

Knowledge, Skills, and Abilities:

Fluency in reading, writing, and speaking Spanish. Knowledge of New York State Core Curriculum in both of the related subject areas. Demonstrated knowledge of the necessary principles and application of theory into practice for effective instruction. Ability to integrate technology into instruction. Strong interpersonal skills. Application of knowledge of Article 56 as it pertains to students of ESOL and Special Education students, as well as the appropriate application of the school's mission.

Qualifications:

- Masters Degree in ESL
- New York State Certification in ESL and Spanish Language Instruction

CTE Teacher

General Responsibilities and Critical Tasks: Under the supervision of the Assistant Principal of CTE, the CTE teacher is responsible for introducing new and first year students to the general strands of technology education. The CTE teacher in consultation with the Assistant Principal of CTE will develop accepted and appropriate curriculum applications. During the middle school years of 6th through 8th Grade, students will be introduced to many technological skills involving computer technology, including software, hardware, web design, production, programming, multimedia, and communications. Instruction and preparation for student certification in many of these areas will be applied by the CTE teacher. The CTE teacher must support and promote the school's mission. The CTE teacher will demonstrate ability to successfully apply all aspects of Career Development and Occupational Studies (CDOS) as it pertains to the New York State Core Curriculum Standards.

As the school develops through the first charter period, the CTE teacher will assist students in focusing on specific CTE strands that will ultimately lead to off-site work experience with such SISDA Charter School partners as Cablevision and WBL during the period of the school's

second charter period.

Knowledge, Skills, and Abilities:

Must possess occupational knowledge of CTE curriculum strands. The CTE teacher must be able to apply information from the Pupil Achievement Profile, and the IEP (for Special Education students) in order to differentiate instruction. Ability to utilize all of the school's technology to support instruction is critical. Responsible for implementation and delivery of lessons, units, and project assignments. Create appropriate assessments to evaluate the progress and learning of the students, and the input of the data into the Pupil Achievement Profile. The CTE teacher will provide technical support and assistance to colleagues, support staff, and administration. A SISDA Charter School web site will be developed, implemented, and updated by the CTE teacher along with selected students. Must demonstrate ability to collaborate with guidance counselor and Assistant Principal of CTE.

Qualifications:

- Bachelors Degree in approved Education Program
- New York State Certification in Computer Technology
- Two years of occupational work experience

Specialty Teachers (Physical Education/Health, Performing Arts)

General Responsibilities and Critical Tasks: The teacher(s) of the certified specialty area will demonstrate knowledge and ability to deliver instruction adhering to all aspects of the New York State Common Core Standards and the New York State Learning Standards in Art, Physical Education/Health, and Music. Physical Education/Health Teachers must possess current and valid certification in first aid and CPR/AED. The teachers of the specialty areas must demonstrate the ability to utilize and apply aspects of the Pupil Achievement Profile (PAP), and IEP (special education students). The specialty teachers must promote the school's mission.

Qualifications:

- Bachelors Degree in Education with designation in the area of instruction
- New York State Certification in Teaching Area

Para-Professional

General Responsibilities: Provide support and assistance of classroom teachers or other

professionals to achieve instructional objectives. Assist special education students with achieving established goals and objectives of the IEP. The paraprofessional assists students with personal care and mobility when required. Assists classroom teachers in the monitoring and application of the IEP, as well as the Pupil Achievement Profile (PAP).

Critical Tasks:

- Assist classroom teacher in performing specific duties as assigned or undertaking specialized tasks to achieve and enhance instructional objectives.
- Work with individuals or small groups to reinforce material introduced by teacher.
- Provide programmed practice activities and repetitions as stated in IEP.
- Assist with large group activities.
- Guide independent study and other work assigned by teacher.
- Assist students with mobility needs
- Assist with breakfast, lunch, snack, clean-up, lavatory, clothing, and personal hygiene

Knowledge, Skills, and Abilities:

General knowledge of the practices, methods and techniques used in the teaching of special education population. Ability to deal effectively with special education students and teachers. Skill in the use of classroom and instructional equipment; ability to operate audio visual equipment. Knowledge of classroom computer applications. Ability to establish and maintain effective working relationships with teachers, support staff, students, families, and the community.

Qualifications:

- High School Diploma or its equivalent
- Successful Completion of New York State Assessment of Teaching Assistant Skills Test

School Aide

General Responsibilities and Critical Tasks: Works under supervision of Principal. Assists in many areas of school need. The school aide may be assigned to the general office to assist in clerical tasks, family outreach, and attendance recording. May be assigned to hallway, cafeteria and school yard duty. Must possess basic knowledge of computer applications. Demonstrate strong interpersonal skills, and the desire to promote the school's mission. Ability to interact with instructional staff, support staff, students, administration, families, and members of the community.

Qualifications:

- High School Diploma or Equivalent
- Experience working with children or other relevant work experience

UFT Teacher Center Specialist

General Responsibilities and Critical Tasks: The UFT will also provide a Teacher Center in the school, staffed by an experienced teacher with expertise in providing individualized professional development for teachers of at-risk students. Teachers participating in professional development at the SISDA Charter School will also have the opportunity to receive continuing education credits towards further certification in their fields. The UFT Teacher Center Specialist will assist the staff with technology to augment instruction, and provide a variety of materials and resources that will aid in the delivery of instruction.

Qualifications:

- Masters Degree in Education, two years of experience in Staff Development approaches,
- New York State Certification.



New Application Budget(s) & Cash Flow(s) Template

SISDA Charter School

Contact Name:
Contact Email:
Contact Phone:

David Hickey



Pre-Opening Period
Operational Year ONE

Examples

July 1, 2011 to June 30, 2012
July 1, 2012 to June 30, 2013

**SISDA Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012**

		5,000	DESCRIPTION OF ASSUMPTIONS
Total Revenue		5,000	
Total Expenses		47,600	
Net Income		(42,600)	
Actual Student Enrollment		143	
Total Paid Student Enrollment		143	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
SISDA - New York City	13,527		
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
School District 6 (Enter Name)	-		
School District 7 (Enter Name)	-		
School District 8 (Enter Name)	-		
School District 9 (Enter Name)	-		
School District 10 (Enter Name)	-		
School District 11 (Enter Name)	-		
School District 12 (Enter Name)	-		
School District 13 (Enter Name)	-		
School District 14 (Enter Name)	-		
School District 15 (Enter Name)	-		
School District - ALL OTHERS	-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527		
Special Education Revenue			
Grants			
Stimulus			
DYCD (Department of Youth and Community Developmt.)			
Other			
TOTAL REVENUE FROM STATE SOURCES			
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			
Title I			
Title Funding - Other			
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation			
Other			
TOTAL REVENUE FROM FEDERAL SOURCES			
LOCAL and OTHER REVENUE			
Contributions and Donations	5,000		UFT in-kind contribution for Telephone, some Supplies & other expenses.
Fundraising			
Erate Reimbursement			
Earnings on Investments			
Interest Income			
Food Service (Income from meals)			
Text Book			
OTHER			
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		5,000	
TOTAL REVENUE		5,000	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management	1.00		Still DOE Employee
Institutional Management			
Deans, Directors & Coordinators	1.00		Still DOE Employee
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff			
TOTAL ADMINISTRATIVE STAFF	2.00		
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
TOTAL INSTRUCTIONAL			
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL			
SUBTOTAL PERSONNEL SERVICE COSTS	2.00		
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			
Fringe / Employee Benefits			
Retirement / Pension			
TOTAL PAYROLL TAXES AND BENEFITS			
TOTAL PERSONNEL SERVICE COSTS	2.00		
CONTRACTED SERVICES			
Accounting / Audit			
Legal			
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services			
Special Ed Services			
Titment Services (i.e. Title I)			
Other Purchased / Professional / Consulting			
TOTAL CONTRACTED SERVICES			
SCHOOL OPERATIONS			
Board Expenses		3,000	
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks			
Supplies & Materials other		5,000	
Equipment / Furniture			
Telephone		300	
Technology		2,400	
Student Testing & Assessment			
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense			
Staff Development		2,100	
Staff Recruitment		24,000	
Student Recruitment / Marketing		9,600	
School Meals / Lunch			
Travel (Staff)		1,200	
Fundraising			
Other			
TOTAL SCHOOL OPERATIONS		47,600	
FACILITY OPERATION & MAINTENANCE			
Insurance			
Janitorial			
Building and Land Rent / Lease			
Repairs & Maintenance			
Equipment / Furniture			
Security			
Utilities			
TOTAL FACILITY OPERATION & MAINTENANCE			
DEPRECIATION & AMORTIZATION			
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			
TOTAL EXPENSES		47,600	
NET INCOME		(42,600)	

SISDA Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 July 1, 2011 to June 30, 2012

Total Revenue	833	833	833	833	833	833	5,000
Total Expenses	8,383	7,183	7,183	9,183	7,783	7,883	47,600
Net Income	(7,550)	(6,350)	(6,350)	(8,350)	(6,950)	(7,050)	(42,600)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	(7,550)	(6,350)	(6,350)	(8,350)	(6,950)	(7,050)	(42,600)

	January	February	March	April	May	June	TOTAL
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EXPENSES		No. of Positions	January	February	March	April	May	June	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management		1.00	-	-	-	-	-	-	-
Instructional Management		-	-	-	-	-	-	-	-
Deans, Directors & Coordinators		1.00	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-
Administrative Staff		-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF		2.00	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		-	-	-	-	-	-	-	-
Teachers - SPED		-	-	-	-	-	-	-	-
Substitute Teachers		-	-	-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-	-	-
Specialty Teachers		-	-	-	-	-	-	-	-
Aides		-	-	-	-	-	-	-	-
Therapists & Counselors		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL		-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse		-	-	-	-	-	-	-	-
Librarian		-	-	-	-	-	-	-	-
Custodian		-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		2.00	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS		2.00	-	-	-	-	-	-	-
CONTRACTED SERVICES									
Accounting / Audit		-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-
SCHOOL OPERATIONS									
Board Expenses		500	500	500	500	500	500	500	3,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-
Supplies & Materials other		833	833	833	833	833	833	833	5,000
Equipment / Furniture		-	-	-	-	-	-	-	-
Telephone		50	50	50	50	50	50	50	300
Technology		1,200	-	-	1,200	-	-	-	2,400
Student Testing & Assessment		-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-
Staff Development		-	-	-	800	600	700	-	2,100
Staff Recruitment		4,000	4,000	4,000	4,000	4,000	4,000	-	24,000
Student Recruitment / Marketing		1,600	1,600	1,600	1,600	1,600	1,600	-	9,600
School Meals / Lunch		-	-	-	-	-	-	-	-
Travel (Staff)		200	200	200	200	200	200	-	1,200
Fundraising		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		8,383	7,183	7,183	9,183	7,783	7,883	7,883	47,600
FACILITY OPERATION & MAINTENANCE									
Insurance		-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION									
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-
TOTAL EXPENSES		8,383	7,183	7,183	9,183	7,783	7,883	7,883	47,600
NET INCOME		(7,550)	(6,350)	(6,350)	(8,350)	(6,950)	(7,050)	(7,050)	(42,600)
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES									
Example - Add Back Depreciation		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES									
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-
FINANCING ACTIVITIES									
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-
NET INCOME		(7,550)	(6,350)	(6,350)	(8,350)	(6,950)	(7,050)	(7,050)	(42,600)
Beginning Cash Balance		-	-	-	-	-	-	-	-
ENDING CASH BALANCE		(7,550)	(6,350)	(6,350)	(8,350)	(6,950)	(7,050)	(7,050)	(42,600)

SISDA Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	1,910,755	632,485	7,150	-	176,324	2,726,714	
Total Expenses	1,794,891	349,238	-	-	457,324	2,561,453	
Net Income	155,864	283,255	7,150	-	(281,000)	165,261	
Actual Student Enrollment	129	14				143	
Total Paid Student Enrollment	115	28				143	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
SISDA - New York City	13,527	1,555,605	378,756	-	-	1,934,361	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,555,605	378,756	-	-	1,934,361	
Special Education Revenue	-	-	140,000	-	-	140,000	5000 per SLEd student
Grants	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	
Other	141,220	34,384	-	-	-	175,604	DOE OTPS Start-up @ \$1128 per student
TOTAL REVENUE FROM STATE SOURCES	1,696,825	553,140	-	-	-	2,249,965	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	26,824	-	-	-	26,824	958 per Student
Title I	147,460	35,903	-	-	-	183,363	1424.73 per Student * 90% of population
Title Funding - Other	-	-	7,150	-	-	7,150	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	147,460	62,727	7,150	-	-	217,337	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	151,324	151,324	LIFT In-kind + Accountant + Legal
Fundraising	-	-	-	-	-	-	
Estate Reimbursement	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
OTHER	66,470	16,618	-	-	25,000	108,088	SISDA Computer Contribution
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	66,470	16,618	-	-	176,324	259,412	
TOTAL REVENUE	1,910,755	632,485	7,150	-	176,324	2,726,714	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	150,000	-	-	-	150,000	1 Principal
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	125,000	-	-	-	125,000	1 Assistant Principal
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	50,000	-	-	-	50,000	1 Secretary
TOTAL ADMINISTRATIVE STAFF	3.00	325,000	-	-	-	325,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	450,000	-	-	-	450,000	475k average teacher salary based on 10-year w/ Master's in DOE contract.
Teachers - SPED	2.00	150,000	-	-	-	150,000	
Substitute Teachers	0.10	9,000	3,000	-	-	12,000	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	150,000	-	-	-	150,000	
Aides	4.00	96,000	-	-	-	96,000	
Therapists & Counselors	1.00	90,000	-	-	-	90,000	
Other	-	108,753	232,674	-	-	341,427	1hr per session 4 days/wk + Summer Bridge + Summer Orientation + 2 paras
TOTAL INSTRUCTIONAL	16.10	903,753	232,674	-	-	1,136,427	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	19.10	1,228,753	232,674	-	-	1,461,427	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	94,000	17,815	-	-	111,814	
Fringe / Employee Benefits	-	194,389	36,941	-	-	231,330	
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	288,389	54,756	-	-	343,145	
TOTAL PERSONNEL SERVICE COSTS	19.10	1,517,141	287,430	-	-	1,804,571	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	7,500	7,500	
Legal	-	-	-	-	7,500	7,500	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	2,400	2,400	
Special Ed Services	-	-	-	-	-	-	
Titement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	136,324	136,324	
TOTAL CONTRACTED SERVICES	-	-	-	-	153,724	153,724	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	6,000	6,000	
Classroom / Teaching Supplies & Materials	-	-	-	-	28,600	28,600	200 per student
Special Ed Supplies & Materials	-	-	5,600	-	-	5,600	200 per student
Textbooks / Workbooks	23,000	5,600	-	-	-	28,600	200 per student
Supplies & Materials other	11,500	2,800	-	-	-	14,300	100 per student
Equipment / Furniture	34,500	8,400	-	-	-	42,900	300 per student
Telephone	-	-	-	-	15,000	15,000	
Technology	115,000	28,000	-	-	-	143,000	1000 per student
Student Testing & Assessment	34,500	8,400	-	-	-	42,900	300 per student
Field Trips	5,750	1,400	-	-	-	7,150	50 per student
Transportation (student)	-	-	-	-	-	-	
Student Services - other	13,500	1,500	-	-	-	15,000	Library
Office Expense	-	-	-	-	14,300	14,300	100 per student
Staff Development	-	-	-	-	151,150	151,150	Teacher Center + 50 per student
Staff Recruitment	-	-	-	-	35,000	35,000	
Student Recruitment / Marketing	-	-	-	-	12,000	12,000	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	237,750	61,700	-	-	268,050	567,500	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	28,600	28,600	
Junkyard	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	7,150	7,150	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	35,750	35,750	
DEPRECIATION & AMORTIZATION							
DISCLOSURE ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	1,794,891	349,238	-	-	457,324	2,561,453	
NET INCOME	155,864	283,255	7,150	-	(281,000)	165,261	

SISDA Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	370,837	25,110	366,646	20,919	366,646	108,721	492,301	20,919	366,646	20,919	454,448
Total Expenses	233,360	218,060	211,423	209,523	208,523	208,523	208,523	208,523	208,523	210,523	210,523
Net Income	137,477	(192,950)	155,223	(188,603)	158,123	(99,801)	283,779	(187,603)	158,123	(189,603)	243,925
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-
Net Income	137,477	(192,950)	155,223	(188,603)	158,123	(99,801)	283,779	(187,603)	158,123	(189,603)	243,925

	July	August	September	October	November	December	January	February	March	April	May
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year B										
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	CY Per Pupil Rate										
SISDA - New York City	13,527										
School District 2 (Enter Name)	322,394	-	322,394	-	322,394	-	322,394	-	322,394	-	322,394
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527										
Special Education Revenue	23,333	-	23,333	-	23,333	-	23,333	-	23,333	-	23,333
Grants											
Stimulus	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	87,802	-	-	-	-	87,802
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	345,727	-	345,727	-	345,727	87,802	345,727	-	345,727	-	433,529
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs	-	-	-	-	-	-	26,824	-	-	-	-
Title I	-	-	-	-	-	-	91,681	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	7,150	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	125,655	-	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations	12,610	12,610	12,610	12,610	12,610	12,610	12,610	12,610	12,610	12,610	12,610
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	12,500	12,500	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309	8,309
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,110	25,110	20,919	20,919	20,919	20,919	20,919	20,919	20,919	20,919	20,919
TOTAL REVENUE	370,837	25,110	366,646	20,919	366,646	108,721	492,301	20,919	366,646	20,919	454,448

**SISDA Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

Total Revenue	370,837	25,110	366,646	20,919	366,646	108,721	492,301	20,919	366,646	20,919	454,448
Total Expenses	233,360	218,060	211,423	209,523	208,523	208,523	208,523	208,523	208,523	210,523	210,523
Net Income	137,477	(192,950)	155,223	(188,603)	158,123	(99,801)	283,779	(187,603)	158,123	(189,603)	243,925
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-
Net Income	137,477	(192,950)	155,223	(188,603)	158,123	(99,801)	283,779	(187,603)	158,123	(189,603)	243,925

	July	August	September	October	November	December	January	February	March	April	May
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions	July	August	September	October	November	December	January	February	March	April	May
Executive Management	1.00		12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Institutional Management	-		-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00		10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417
CFO / Director of Finance	-		-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-		-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
TOTAL ADMINISTRATIVE STAFF	3.00		27,083										

INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	6.00				45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000
Teachers - SPED	2.00				15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Substitute Teachers	0.10				1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Teaching Assistants	-				-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00				15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Aides	4.00				9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600
Therapists & Counselors	1.00				9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
Other	-				14,824	14,824	14,824	14,824	14,824	14,824	14,824	14,824	14,824
TOTAL INSTRUCTIONAL	15.10		20,195	20,195	109,624								

NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-		-	-	-	-	-	-	-	-	-	-	-
Librarian	-		-	-	-	-	-	-	-	-	-	-	-
Custodian	-		-	-	-	-	-	-	-	-	-	-	-
Security	-		-	-	-	-	-	-	-	-	-	-	-
Other	-		-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-		-										

SUBTOTAL PERSONNEL SERVICE COSTS	18.10		47,278	47,278	136,707								
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PAYROLL TAXES AND BENEFITS													
Payroll Taxes			3,617	3,617	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458	10,458
Fringe / Employee Benefits			7,479	7,479	21,627	21,627	21,627	21,627	21,627	21,627	21,627	21,627	21,627
Retirement / Pension			-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS			11,096	11,096	32,085								

TOTAL PERSONNEL SERVICE COSTS	18.10		58,375	58,375	168,792								
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CONTRACTED SERVICES													
Accounting / Audit			625	625	625	625	625	625	625	625	625	625	625
Legal			625	625	625	625	625	625	625	625	625	625	625
Management Company Fee			-	-	-	-	-	-	-	-	-	-	-
Nurse Services			-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-	-	-	-	-	-	-
Payroll Services			200	200	200	200	200	200	200	200	200	200	200
Special Ed Services			-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)			-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting			11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360	11,360
TOTAL CONTRACTED SERVICES			12,810										

SCHOOL OPERATIONS													
Board Expenses			1,100	1,100	300	300	300	300	300	300	300	300	300
Classroom / Teaching Supplies & Materials			12,500	12,500	360	360	360	360	360	360	360	360	360
Special Ed Supplies & Materials			2,000	2,000	160	160	160	160	160	160	160	160	160
Textbooks / Workbooks			12,500	12,500	360	360	360	360	360	360	360	360	360
Supplies & Materials other			4,000	4,000	630	630	630	630	630	630	630	630	630
Equipment / Furniture			15,000	20,000	2,500	600	600	600	600	600	600	600	600
Telephone			5,000	5,000	500	500	500	500	500	500	500	500	500
Technology			60,000	60,000	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300
Student Testing & Assessment			10,000	5,000	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790	2,790
Field Trips			-	-	715	715	715	715	715	715	715	715	715
Transportation (student)			-	-	-	-	-	-	-	-	-	-	-
Student Services - other			5,000	8,000	1,000	1,000	-	-	-	-	-	-	-
Office Expense			1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192	1,192
Staff Development			12,500	12,500	13,215	13,215	13,215	13,215	13,215	13,215	13,215	13,215	13,215
Staff Recruitment			15,000	500	500	500	500	500	500	500	500	500	500
Student Recruitment / Marketing			4,000	200	200	200	200	200	200	200	2,200	2,200	2,200
School Meals / Lunch			-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)			-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS			159,792	144,492	26,722	24,822	23,822	23,822	23,822	23,822	23,822	25,822	25,822

FACILITY OPERATION & MAINTENANCE													
Insurance			2,383	2,383	2,383	2,383	2,383	2,383	2,383	2,383	2,383	2,383	2,383
Janitorial			-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease			-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture			-	-	715	715	715	715	715	715	715	715	715
Security			-	-	-	-	-	-	-	-	-	-	-
Utilities			-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE			2,383	2,383	3,098								

DEPRECIATION & AMORTIZATION			-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			-	-	-	-	-	-	-	-	-	-	-

TOTAL EXPENSES	233,360	218,060	211,423	209,523	208,523	208,523	208,523	208,523	208,523	210,523	210,523
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NET INCOME	137,477	(192,950)	155,223	(188,603)	158,123	(99,801)	283,779	(187,603)	158,123	(189,603)	243,925
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CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities			-	-									

Total Revenue	112,601	2,726,714
Total Expenses	225,623	2,561,645
Net Income	(113,022)	165,069
Cash Flow Adjustments	-	-
Beginning Cash Balance	-	-
Net Income	(113,022)	165,069

	June	TOTAL
REVENUE		
REVENUES FROM STATE SOURCES		Budget & Assumptions'
Per Pupil Revenue	CY Per Pupil Rate	
SISDA - New York City	13,527	- 1,934,361
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	- 1,934,361
Special Education Revenue		140,000
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		175,604
Other		-
TOTAL REVENUE FROM STATE SOURCES		2,249,965
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		26,824
Title I	91,681	183,363
Title Funding - Other		7,150
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES	91,681	217,337
LOCAL and OTHER REVENUE		
Contributions and Donations	12,610	151,324
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER	8,309	108,088
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	20,919	259,412
TOTAL REVENUE	112,601	2,726,714

Total Revenue		112,601	2,726,714
Total Expenses		225,623	2,561,645
Net Income		(113,022)	165,069
Cash Flow Adjustments		-	-
Beginning Cash Balance		-	-
Net Income		(113,022)	165,069
		June	TOTAL
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management	1.00	12,500	150,000
Instructional Management	-	-	-
Deans, Directors & Coordinators	1.00	10,417	125,000
CFD / Director of Finance	-	-	-
Operation / Business Manager	-	-	-
Administrative Staff	1.00	4,167	50,000
TOTAL ADMINISTRATIVE STAFF	3.00	27,083	325,000
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	6.00	45,000	450,000
Teachers - SPED	2.00	15,000	150,000
Substitute Teachers	0.10	1,200	12,000
Teaching Assistants	-	-	-
Specialty Teachers	2.00	15,000	150,000
Aides	4.00	9,600	96,000
Therapists & Counselors	1.00	9,000	90,000
Other	-	14,824	188,627
TOTAL INSTRUCTIONAL	15.10	109,624	1,138,627
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	-
Librarian	-	-	-
Custodian	-	-	-
Security	-	-	-
Other	-	-	-
TOTAL NON-INSTRUCTIONAL			
SUBTOTAL PERSONNEL SERVICE COSTS	18.10	136,707	1,461,627
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		10,458	111,814
Fringe / Employee Benefits		21,627	231,229
Retirement / Pension		-	-
TOTAL PAYROLL TAXES AND BENEFITS		32,085	343,044
TOTAL PERSONNEL SERVICE COSTS	18.10	168,792	1,804,671
CONTRACTED SERVICES			
Accounting / Audit		625	7,500
Legal		625	7,500
Management Company Fee		-	-
Nurse Services		-	-
Food Service / School Lunch		-	-
Payroll Services		200	2,400
Special Ed Services		-	-
Titlement Services (i.e. Title I)		-	-
Other Purchased / Professional / Consulting		11,360	136,324
TOTAL CONTRACTED SERVICES		12,810	153,724
SCHOOL OPERATIONS			
Board Expenses		1,100	6,000
Classroom / Teaching Supplies & Materials		360	28,600
Special Ed Supplies & Materials		160	5,600
Textbooks / Workbooks		360	28,600
Supplies & Materials other		630	14,300
Equipment / Furniture		600	42,900
Telephone		500	15,000
Technology		2,300	143,000
Student Testing & Assessment		2,790	42,900
Field Trips		715	7,150
Transportation (student)		-	-
Student Services - other		-	15,900
Office Expense		1,192	14,300
Staff Development		13,215	157,150
Staff Recruitment		15,000	35,000
Student Recruitment / Marketing		2,000	12,000
School Meals / Lunch		-	-
Travel (Staff)		-	-
Fundraising		-	-
Other		-	-
TOTAL SCHOOL OPERATIONS		40,922	567,500
FACILITY OPERATION & MAINTENANCE			
Insurance		2,383	28,600
Janitorial		-	-
Building and Land Rent / Lease		-	-
Repairs & Maintenance		-	-
Equipment / Furniture		715	7,150
Security		-	-
Utilities		-	-
TOTAL FACILITY OPERATION & MAINTENANCE		3,098	35,750
DEPRECIATION & AMORTIZATION			
		-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			
		-	-
TOTAL EXPENSES		225,623	2,561,645
NET INCOME		(113,022)	165,069
CASH FLOW ADJUSTMENTS			
OPERATING ACTIVITIES			
Example - Add Back Depreciation		-	-
Other		-	-
Total Operating Activities		-	-
INVESTMENT ACTIVITIES			
Example - Subtract Property and Equipment Expenditures		-	-
Other		-	-
Total Investment Activities		-	-
FINANCING ACTIVITIES			
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-
Other		-	-
Total Financing Activities		-	-
Total Cash Flow Adjustments		-	-
NET INCOME		(113,022)	165,069
Beginning Cash Balance		-	-
ENDING CASH BALANCE		(113,022)	165,069

**SISDA Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

	2,726,714	4,538,593	6,428,872	8,383,856	10,414,575		
Total Revenue							
Total Expenses	2,561,645	4,031,449	5,528,916	7,309,869	9,021,826		
Net Income (Before Cash Flow Adjustments)	165,069	507,144	899,957	1,073,987	1,392,749		
Actual Student Enrollment	143	268	393	518	643		
Total Paid Student Enrollment	143	268	393	518	643		
	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017		
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
	Per Pupil Revenue Percentage Increase						
	0.0%	0.0%	0.0%	0.0%	0.0%		
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		CY Per Pupil Rate					
SISDA - New York City	13,527		1,934,361	3,625,236	5,316,111	7,006,986	8,697,861
School District 2 (Enter Name)	-		-	-	-	-	-
School District 3 (Enter Name)	-		-	-	-	-	-
School District 4 (Enter Name)	-		-	-	-	-	-
School District 5 (Enter Name)	-		-	-	-	-	-
School District 6 (Enter Name)	-		-	-	-	-	-
School District 7 (Enter Name)	-		-	-	-	-	-
School District 8 (Enter Name)	-		-	-	-	-	-
School District 9 (Enter Name)	-		-	-	-	-	-
School District 10 (Enter Name)	-		-	-	-	-	-
School District 11 (Enter Name)	-		-	-	-	-	-
School District 12 (Enter Name)	-		-	-	-	-	-
School District 13 (Enter Name)	-		-	-	-	-	-
School District 14 (Enter Name)	-		-	-	-	-	-
School District 15 (Enter Name)	-		-	-	-	-	-
School District - ALL OTHER	-		-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527		1,934,361	3,625,236	5,316,111	7,006,986	8,697,861
Special Education Revenue			140,000	265,000	390,000	515,000	640,000
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			175,604	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,249,965	3,890,236	5,706,111	7,521,986	9,337,861
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			26,824	50,774	74,724	98,674	122,624
Title I			183,363	368,007	552,651	737,296	921,940
Title Funding - Other			7,150	13,400	19,650	25,900	32,150
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			217,337	432,181	647,025	861,870	1,076,714
LOCAL and OTHER REVENUE							
Contributions and Donations			151,324	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			-	-	-	-	-
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			108,088	216,176	75,736	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			259,412	216,176	75,736	-	-
TOTAL REVENUE	2,726,714	4,538,593	6,428,872	8,383,856	10,414,575		

**SISDA Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	2,726,714	4,538,593	6,428,872	8,383,856	10,414,575
Total Expenses	2,561,645	4,031,449	5,528,916	7,309,869	9,021,826
Net Income (Before Cash Flow Adjustments)	165,069	507,144	899,957	1,073,987	1,392,749
Actual Student Enrollment	143	268	393	518	643
Total Paid Student Enrollment	143	268	393	518	643

		Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	-	150,000	154,500	159,135	163,909	168,826
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	125,000	128,750	132,613	273,182	281,377
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	50,000	51,500	53,045	109,273	112,551
TOTAL ADMINISTRATIVE STAFF	-	325,000	334,750	344,793	546,364	562,754
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	450,000	927,000	1,432,215	1,966,909	2,532,395
Teachers - SPED	-	150,000	309,000	397,838	573,682	759,718
Substitute Teachers	-	12,000	24,720	38,192	52,451	67,531
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	150,000	309,000	463,500	618,000	772,500
Aides	-	96,000	98,880	127,308	157,353	189,085
Therapists & Counselors	-	90,000	92,700	190,962	196,691	303,887
Other	-	188,627	388,253	587,264	789,726	995,293
TOTAL INSTRUCTIONAL	-	1,136,627	2,149,553	3,237,279	4,354,810	5,620,909
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,461,627	2,484,303	3,582,071	4,901,174	6,183,664
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	111,814	190,049	274,028	374,940	473,050
Fringe / Employee Benefits	-	231,229	393,017	566,684	775,366	978,256
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	343,044	583,066	840,712	1,150,306	1,451,306
TOTAL PERSONNEL SERVICE COSTS	-	1,804,671	3,067,369	4,422,783	6,051,479	7,634,970
CONTRACTED SERVICES						
Accounting / Audit	-	7,500	7,500	7,500	7,500	10,000
Legal	-	7,500	7,500	7,500	7,500	10,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	2,400	2,400	2,400	2,400	2,400
Special Ed Services	-	-	-	-	-	-
Titlement Services (I.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	136,324	226,930	233,738	240,750	247,972
TOTAL CONTRACTED SERVICES	-	153,724	244,330	251,138	258,150	270,372
SCHOOL OPERATIONS						
Board Expenses	-	6,000	3,000	3,000	3,000	6,000
Classroom / Teaching Supplies & Materials	-	28,600	53,482	79,222	104,962	130,702
Special Ed Supplies & Materials	-	5,600	10,472	19,897	29,322	38,746
Textbooks / Workbooks	-	28,600	53,482	79,222	104,962	130,702
Supplies & Materials other	-	14,300	26,741	39,611	52,481	65,351
Equipment / Furniture	-	42,900	80,223	93,093	105,963	118,833
Telephone	-	15,000	12,000	12,000	12,000	12,000
Technology	-	143,000	125,000	125,000	125,000	125,000
Student Testing & Assessment	-	42,900	60,000	80,000	100,000	100,000
Field Trips	-	7,150	5,000	5,000	5,000	5,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	15,000	5,000	5,000	15,000	10,000
Office Expense	-	14,300	12,000	12,000	12,000	12,000
Staff Development	-	157,150	157,150	157,150	157,150	157,150
Staff Recruitment	-	35,000	35,000	35,000	35,000	35,000
Student Recruitment / Marketing	-	12,000	12,000	12,000	12,000	12,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	567,500	650,550	757,195	873,840	958,484
FACILITY OPERATION & MAINTENANCE						
Insurance	-	28,600	57,200	85,800	114,400	143,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	7,150	12,000	12,000	12,000	15,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	35,750	69,200	97,800	126,400	158,000
DEPRECIATION & AMORTIZATION						
	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
	-	-	-	-	-	-
TOTAL EXPENSES		2,561,645	4,031,449	5,528,916	7,309,869	9,021,826
NET INCOME		165,069	507,144	899,957	1,073,987	1,392,749

**SISDA Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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Actual Student Enrollment	143	268	393	518	643
Total Paid Student Enrollment	143	268	393	518	643

	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
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ENROLLMENT - *School Districts Are Linked To Above Entries*

SISDA - New York City	143	268	393	518	643
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	143	268	393	518	643

REVENUE PER PUPIL	19,068	16,935	16,358	16,185	16,197
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EXPENSES PER PUPIL	17,914	15,043	14,068	14,112	14,031
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CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-

NET INCOME	165,069	507,144	899,957	1,073,987	1,392,749
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Beginning Cash Balance	-	165,069	672,213	1,572,170	2,646,157
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